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AUTHOR	Hayes, Dale
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ABSTRACT

This is the first interim evaluation report on the 3-year PERC Project funded under ESEA Title III. Two additional annual interim reports and a final, comprehensive evaluation will be provided by June 30, 1971. The center was evaluated by a University of Nebraska team on the basis of three proposed goals: (1) the unification of the three multicounty educational service units in the Nebraska panhandle to provide slides, transparencies, film strips, etc.; (2) the design and coordination of a regional inservice education program for school staff members, administrators, local board members, parents, and students; and (3) the development and improvement of media utilization. Because the initial thrust was toward individualization of instruction, evaluators attempted to assess achievements in this area as they related to the three stated objectives. (DE)

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UDELL L. HUGHES,
PROJECT DIRECTOR
E. S. U. 18, TITLE III PROJECT
FOURTH FLOOR CONSUMERS BLDG.
1721 BROADWAY
SCOTTSBLUFF, NEBRASKA 69361
TELEPHONE 635-3696

PANHANDLE
EDUCATIONAL
RESOURCES
CENTER

RICHARD L. McGEE,
DIRECTOR OF EDUCATIONAL MEDIA
PERC CENTER
E. S. U. 18, TITLE III
CHADRON STATE COLLEGE
CHADRON, NEBRASKA 69337
TELEPHONE 432-5571 EXT. 75

ED0 39626

INTERIM EVALUATION REPORT

OF

THE

PANHANDLE EDUCATIONAL RESOURCES CENTER

OF PROJECT NO. 68-06127-0

SUBMITTED TO:

UDELL L. HUGHES
PROJECT DIRECTOR

SUBMITTED BY:

DR. DALE HAYES
DIRECTOR
EVALUATION TEAM
UNIVERSITY OF NEBRASKA

DATE SUBMITTED:

APRIL, 1969

EA 002 599

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PANHANDLE EDUCATIONAL RESOURCE CENTER

CHADRON, NEBRASKA

INTERIM EVALUATION REPORT

APRIL, 1969

THE UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

TEACHERS COLLEGE
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

April 25, 1969

Mr. Udell Hughes, Administrator
Panhandle Education Resource Center
1721 Broadway
Scottsbluff, Nebraska 69361

Dear Mr. Hughes:

Herewith find the Interim Evaluation Report for the Panhandle Education Resource Center for the 1968-1969 school year. We believe that you will find it comprehensive, according to our mutually agreed upon plan and a guide to activities for the 1969-70 period.

While we assume that we will continue to work with you on evaluation activities during the next two years, we believe this report to be of such a nature that information, judgments and recommendations are comprehensive enough to serve you well, even with a different group of consultants on evaluation.

We commend you and your board on doing an outstanding job of program inauguration. You have accomplished much in a very short period of time.

Sincerely,

Dale K Hayes

Dale K. Hayes
Evaluation Director

DKH:ss

THE UNIVERSITY OF NEBRASKA
CENTENNIAL
1869-1969

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EVALUATION TEAM

		Days of Visits
Director	Dr. Dale K. Hayes Chairman, Dept. of Educational Adminis. University of Nebraska	December 9, 10, 1968
Associate Director and Research Design Specialist	Dr. Donald O. Clifton Professor, Dept. of Educational Psychology & Measurements University of Nebraska	December 4, 1968 March 5, 1969
Research Associate and Project Coordinator	Dr. Paul A. Montello Instructor, Dept. of Educational Adminis. University of Nebraska	December 4,5, 1968 February 11, 1969
Research Associate and Media Consultant	Dr. Larry L. Kunkel Associate Professor Dept. of Educational Administration University of Nebraska	April 4, 1969

Each team member spent additional time preparing instruments, planning, coordinating, and reviewing and analyzing data.

PLAN FOR INTERIM EVALUATION
PANHANDLE EDUCATION RESOURCE CENTER
TITLE III PROJECT

Chadron, Nebraska

It is proposed that the interim evaluation of the PERC Title III project deal with the objectives of the original proposal for Title III funds and as amended when reduced funding was approved by USOE and the Nebraska State Department of Education and the evaluation design included in the original proposal to the extent that it is applicable to those activities actually undertaken in view of the reduced funding.

The original objectives of the project were stated in the proposal in the following way:

> The primary purpose of this proposal is the establishment of a Panhandle Educational Resources Center (P.E.R.C.). The P.E.R.C. Center will be a unification of recently established multi-county educational service units. The union of the three units will be designed to capitablize upon momentum of the service center movement and the work of the Panhandle Educational Research and Development Council, and to coordinate, stimulate, and evaluate more sophisticated and current educational innovations and practices that cannot otherwise be provided by the small, relatively isolated, school districts of a large geographic area.

Secondary purposes designed to facilitate the primary purpose include the following:

1. The design and inauguration of a center for the study and implementation of individualizing instruction.

2. The design and implementation of a plan whereby the P.E.R.C. Center will assist local schools in evaluating present school programs in terms of the needs of individual students.

3. The design and coordination of a regional inservice education program for school staff members, administrators, local board of education members, parents, and students.

4. The design and implementation of educational television programming unique to the Nebraska Panhandle.

5. Establishment of a regional instructional materials distribution and service center.

6. Coordination of activities of educational institutions, education-related agencies, and other organizations of the region.

7. Centralizing purchasing and processing activities for a large geographic area.

The amendments to the ariginal proposal indicate that the funds allowable would be for:

1. Unification of the Educational Service Units 17, 18, and 19

2. Inservice education programs

3. Development and improvement of media utilization

The evaluation resource team will design its activities toward an assessment of these three objectives. To the extent possible, assessment and activities will be designed to aid and enhance P.E.R.C. efforts toward individualized instruction. However, the main focus will be on the objectives as amended.

Evaluation Plan

The original proposal for Title III funds included a detailed plan for evaluation. This plan was feasible according to the funding as originally requested. However, the substantially reduced funding presents serious obstacles to carrying out the original evaluation plan. For example, no research director was employed due to fund deficiencies. And, communication, dissemination, and measurement activities which were to be carried on by a research director are obviously omitted from the project operation.

The evaluation team will attempt to follow the original evaluation plan to the extent possible as allowed by time, funds, and feasibility. The evaluation team assumes that its plans and activities will be used over a three-year period and that an interim evaluation report is needed for each of the first two years and a final and comprehensive evaluation report is to be provided by June 30, 1971.

The evaluation plan as originally proposed is as follows:

> The purpose of this evaluation is to provide information for making judgments related to decision making. Both quantative and qualitative data which are appropriate for decision making at several levels will be collected.
>
> While the evaluation will be directed principally toward the primary purpose of this project, attempts will be made to assess progress in terms of the subsidiary objectives. It is planned so that constant appraisal will be made which permits periodic adjustments in procedures or redefinition of the subsidiary objectives themselves as the need arises.
>
> A full time director of research and evaluation will be employed. It will be his responsibility to design and implement specific plans and procedures based upon the following guidelines:

A. General Definitions

1. Decision will be made at three levels:
    a. Local School District
    b. Educational Service Unit
    c. Project Area
2. Decisions at each of the above levels may be classed in any of the following:
    a. Planning--in terms of local objectives
    b. Programming--in light of previousl planning that may have already taken place
    c. Implementing--where planning and programming have progressed satisfactorily and appear complete
    d. Recycling--where situations indicate the need for program revisions
3. Decisions may be made involving more than one level
    a. Examples
        (1) Can the school provide the service?
        (2) If not, can the E.S.U. provide the service?
        (3) If not, can P.E.R.C.?
4. Decisions will be based upon the ability of the unit to meet the needs of individual students in terms of curriculums, personnel, materials, financial capabilities, etc.; but final determinations will be made at the appropriate level based upon local criteria

B. Analysis of Information

1. Whenever possible, data will be collected from reports already in use. Examples of such reports are as follows:
    a. "Fall Accreditation and Approval Report" submitted to the Department of Education which includes:
        (1) Enrollment Statistics
        (2) Personnel Statistics
        (3) Curricular Statistics
    b. "School Census" reports which include:
        (1) Children according to age groups
        (2) Physical and mentally handicapped children
    c. "Annual Financial Reports" which include:
        (1) Per-pupil costs
        (2) Mill levies
        (3) Income
        (4) Disbursements for specific purposes, i.e., AV equipment purchases, etc.
2. When data are not readily available, or local schools have not previously done so, instruments will be designed to collect needed information.
3. Information should be organized in such a manner so as to make reliable comparisons at various levels of operation, e.g., state level, national level, etc.

4. Data will be collected so that data processing techniques can be used.
5. Specific procedures will be designed for analyzing information.

C. Reporting

1. Reporting of information will be conducted according to pre-determined standards. Considerations when reporting might include:
   - a. The specific audience
   - b. The type of information needed
   - c. The format of reports

D. Administration

1. Administration of the evaluation shall be the responsibility of the Director of Research. He should give consideration to the following:
   - a. An evaluation schedule
   - b. Define department responsibilities relating to evaluation
   - c. Make decisions regarding validity, reliability, credibility, and relevancy of information
   - d. Make provisions for information to be available when needed

The positions described by Stufflebeam with regard to strategies for evaluating educational change will be taken, and the CIPP (Context, Input, Process, Product) evaluation model he describes will be employed.

Context

Data related to the stated objectives will be collected to provide an informational background for the program's staff. The staff will be requested to participate in detailing the information needed. Probable data to be collected would include:

1. demographic data for each of the three educational units
2. socio-economic data by school district
3. school achievement at the beginning of the year
4. scholastic aptitudes
5. attitudes toward education
6. attitudes toward change
7. perceived educational needs
8. perceptions of individualized instruction
9. numbers and classifications of exceptional children
10. persistence and attrition rates by school district
11. availability of instructional materials
12. participation in inservice education

Of particular interest will be the measurement of the self-concepts of the students.

Appropriate data collection techniques will be selected and where necessary instruments will be developed. The validity and reliability of the instruments will be described. These data will in each case be collected from a representative sample of administrators, teachers, students, board members, and/or parents. Interviews with selected board members, administrators, teachers, students, and parents will be conducted to obtain background experience relating to the objectives for this program. For example, how educational materials have been distributed during the past five years will be described.

Input

Analysis of collected data should result in an identification of both met and unmet needs. New goals and objectives associated with unmet needs would then be developed. Research should indicate what alternative means exist for achieving these objectives. In this project alternative means will be accumulated by conducting an experiencial survey with teachers, administrators, and consultants. This will be accomplished both by personal interviews and by workshop groups. These alternatives will be evaluated in terms of new goals and objectives, and expected outcomes will be established.

Process

The procedures used will be recorded in detail. Teachers and administrators will be trained to observe and record the day-to-day events related to the study procedures. Consultants who have specialized in given procedures will be employed to evaluate the study procedures for strengths and weaknesses in the operating context. These evaluations will be made as written reports to the staff for their use.

Procedures will be recycled when information reveals that objectives are not being fulfilled.

Product

The product of this program will be evaluated by: (1) analyzing before-after data within a statistical frame of reference. Certain measures used to determine the context for this project will also be administered each successive year to determine gain. The measures of achievement, attitudes, self-concepts, and persistence attrition would be examples of variables to be studied to determine whether significant gains occur. Comparison data will be obtained by having the same instruments administered to a sample in similar geographical areas where there was no organized effort to attain the objectives of this project. These measurements will also need to be before and after. (2) having key participants and consultants write comprehensive evaluation reports. (3) Analyzing cost in the area of purchasing. (4) Describing the program developed and services offered as a result of the program.

Instruments

For the 1968-1969 interim evaluation, emphasis will be placed upon gathering data about:

1. media use and availability
2. student perceptions about instructional processes including individualized instruction
3. teacher perceptions about instructional processes including individualized instruction
4. pre-service experiences for teachers (student teacher)

Other Data

In addition, anecdotal and other records about planning, programming, activities, student progress and project progress shall be categorized and analyzed.

OUTLINE OF
REVISED EVALUATION PLAN

The evaluation team designed its activities toward an assessment of the three objectives which were described in the "Tentative Plan for Interim Evaluation, Panhandle Educational Resource Center, Title III Project" and to the extent was possible, an assessment of the efforts of the PERC Project toward the individualization of instruction.

The evaluation team attempted to follow the original evaluation design as allowed by time, funds, and feasibility. It was assumed that the plans and activities of the evaluation team would be used over a three-year period. Moreover, an interim evaluation report needed for each of the first two years of the project and a final and comprehensive evaluation report is to be provided by June 30, 1971.

The locus of attention in this evaluation centers around the decision-making process whereby judgments can be made relative to planning, structuring, implementing, and recycling.[1] The rationale for this emphasis is that the realization of the objectives of the project depends upon effective decision-making; this in turn commands appropriate and accurate information; evaluation is the process for obtaining such information.

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[1] Robert L. Hammond, Daniel L. Stufflebeam, and Egon G. Buba, Planning and Implementing Title III Evaluations, A statement prepared under contract with the Division of State Agency Cooperation, USOE, April 22, 1968, p. 17.

Planning Decisions

Planning decisions address needed changes in the program in view of local objectives. Two questions are raised: (1) to what extent is there an, "Awareness of a lack of agreement between what the program was intended to be and what it actually is,"[2] and (2) to what extent is there an, "Awareness of a lack of agreement between what the program could become and what it is likely to be become."[3]

Structuring Decisions

These decisions specify objectives, method, personnel, facilities, budget, schedule, organization, and content for use in bringing about desired changes. These decisions stem from three sources: (1) knowledge of planning decisions which specify that the program is to be modified or changed, (2) knowledge of alternative means available to bring about the specified modifications or changes, and (3) awareness of the relative strengths and weaknesses of the various alternatives.[4]

Implementing Decisions

Implementing decisions are used in carrying through the action plan. They arise from two sources: (1) understanding of the procedural specifications, and (2) knowledge of the relationship between procedural specifications and the actual procedures.[5]

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[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] Ibid.

Recycling Decisions

Recycling decisions are used to determine the relationship of outcomes to objectives and to decide whether to continue, terminate, or modify the specific activity. These decisions demand necessary information about: (1) specified outcome, (2) actual outcomes, and (3) relation of the outcomes to the context within which the specific activity exists.[6]

The interim evaluation effort has attempted to assess four different kinds of information in an effort to aid the decision-making process. Information was collected, categorized, and analyzed so that context, input, process, and product evaluations could be made. The context evaluation provided information for implementing decisions, and product evaluation provided information for recycling decisions.

Context Evaluation

"The major objective of context evaluation was to continually monitor the program in order to identify needs for change as they occur."[7] Data related to the stated objective were collected to provide an informational background for the staff of the program. The staff participated in the detailing of information needed. Data collected included:

1. demographic data for each of the three educational units
2. school achievement

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[6] *Ibid.*

[7] *Ibid.*, p. 18.

3. perceived educational needs
4. perceptions of individualized instruction
5. availability of instructional materials and equipment
6. participation in inservice education

Appropriate data collecting techniques were employed. Student and teacher questionnaires were designed and employed, and inventory schedules were prepared for use in all of the schools of the project. Structured interviews were developed and conducted with teachers who were trained in the PERC Center and were involved in pre-service teacher education programs.

Input Evaluation

The objective of the input evaluation was to, "Identify and assess relevant capabilities available to the program, to define objectives, and identify and assess alternative action plans for achieving the stated objectives."[8] This provided for the identification of met and unmet needs. Unmet needs identified new goals and objectives to be developed. The evaluation indicated what alternative means exist for achieving these new goals and objectives. Alternative means were accumulated by conducting an experiential survey with teachers and consultation with administrators and special consultants.

Process Evaluation

Process evaluation was needed to provide periodic feedback to project personnel responsible for continuous control and refinement of the project, once implementation of an action plan began. The objective of process evaluation was to detect or predict, during the implementation stage, defects in the project operations and/or the project design.[9] The procedure was recorded in detail. Teachers and administrators were tained to observe and record the day-to-day events related to the study procedures. The overall strategy was to identify and monitor, on a continuing basis, the potential sources of failure in a project. These included: interpersonal relationships among staff and students; communication channels; logistics; understandings of and agreement with the intent of the program by persons involved in affected by it; adequacy of the resources, physical facilities, staff, and time schedule.

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[8] Ibid.

Product Evaluation

Product evaluation is used to determine the effectiveness of the project after it has run a complete cycle. The objective of the product evaluation was to relate outcomes to objectives and to context, input, and process.[10] Specifically, the product of the project was evaluated by: (1) analyzing before-after data within a statistical frame of reference. The measures used to determine the context for the project will be administered each successive year to determine gain. The measures of achievement and attitudes would be examples of variables which will be studied to determine whether significant gains occur. Comparison data will be obtained by having the same instruments administered to a sample in similar geographical areas where there was no organized effort to attain the objectives of this project. This interim evaluation involved only the compilation of baseline data for subsequent comparisons; (2) having key participants and consultants write comprehensive evaluation reports; (3) analyzing cost in the area of purchasing; and (4) describing the program developed and services offered as a result of the project.

---

[9] Ibid., p. 19.

[10] Ibid

Instruments

For the 1968-1969 interim evaluation, emphasis was placed upon gathering data about:

1. media and equipment use and availability
2. student perceptions about instructional processes including individualization of instruction
3. teacher perceptions about instructional processes including individualization of instruction
4. pre-service experiences for teachers (student teachers)
5. individual teacher reactions to materials from and operation of the PERC Center.

1. Media and equipment use and availability were determined by monthly material distribution and the Equipment and Materials Inventory (see Appendix A and E).
2. Student perceptions about instructional processes including individualization of instruction were compiled through the use of the PERC-O-RATOR. It was designed by the evaluation team and approved by the Nebraska State Director of Title III Projects (See Appendix B).

3. Teacher perceptions about instructional processes including individualization of instruction were compiled through the use of the PERC-O-CEPTOR. It was designed by the evaluation team and approved by the Nebraska State Director of Title III Projects (see Appendix C).
4. Pre-service experiences for teachers in the PERC Center were evaluated by a structured interview and conducted with students at Chadron State Teachers College.
5. Individual teacher reactions to materials from and operation of the PERC Center were acquired through the utilization of several miscellaneous questionnaires prepared by the Director of the PERC Center.

Other Data

In addition, anecdotal and other records about planning, programming, activities, student progress and project progress and dissemination were categorized and analyzed.

OVERVIEW

The main body of this interim evaluation report is contained in this section. The consultant judgments according to Title III project criteria are presented as are some specific recommendations for actions or decisions for the next operating year of the project. And, each element of the program as detailed in the amended evaluation plan (section c) is treated according to progress up to April 15, 1969.

Mr. Udell Hughes, Administrator of Educational Service Unit 18 and the designated administrator of Panhandle Educational Resource Center, contacted Dr. Dale K. Hayes about assuming responsibility for evaluation of the PERC project. The request was that an evaluation similar to the one made the previous year for Educational Service Unit 17 be done except that it be altered in order to deal with the unique features of the PERC plan as specified in the original proposal for funding.

Dr. Hayes agreed to act as director of the evaluation program. He then proposed to Mr. Hughes that specific other personnel be designated to serve on the evaluation team. Upon agreement by Mr. Hughes, the following persons were designated as additional evaluation team members:

Dr. Donald O. Clifton--Associate Director and Research Design Specialist

Dr. Paul A. Montello-- Research Associate and Project Coordinator

Dr. J. L. Kunkel--Research Associate and Media Specialist

A tentative plan for the interim evaluation was developed and submitted to the PERC administrator and members of the board of directors. After their suggestions for alterations and additions a revised plan was developed and agreed upon as the plan (see sections b and c) for the evaluation activities for the 1968-1969 funding period.

This plan was designed as a similar plan to that used in 1967-68 for Educational Service Unit 17, yet unique for the PERC project.

However, the evaluation plan for PERC was to use Stufflebeam's CIPP model rather than the one developed by Clifton and Hayes for use in the ESU 17 project.

The CIPP model was considered by Mr. Hughes and the evaluation team as a tool for dealing with important elements of the project evaluation throughout the three-year period. However, it was agreed that of primary importance during the 1968-1969 year of funding that judgments and recommendations of the evaluation team members would be of paramount significance in giving direction and thrust to project activities. And, it was of equal importance for the evaluators to assess progress according to the original proposal for funding as amended.

Accordingly the evaluators have been directed specifically at activities related to:

1. Unification of Educational Service Units 17, 18 and 19
2. Inservice Educational Programs
3. Development and Improvement of Media Utilization

Since a key thrust to the original proposal was toward individualization of instruction the evaluators were asked to relate the three stated objectives to their relative achievement to instructional activities lending themselves toward individualization. An effort has been made to do so, whenever feasible and appropriate without misappropriation of effort according to the funding intent.

This interim evaluation is designed to be comprehensive in nature, yet only current in assessment. That is, while the evaluation has included certain baseline data, progress descriptions, professional judgments and recommendations, all but the basic data needed are treated according to what has been done in terms of what could be expected at this point in time rather than a measure of achievement or progress per se.

The judgments presented by Montello, Clifton, Kunkel and Hayes are in terms of a synthesis of all information gained in the evaluation process. The recommendations are presented as specific activities or decisions which are achievable in the next year or which need to be accomplished soon in order to maintain direction toward the original project objectives as amended.

Judgments

of

The Panhandle Educational Resource Center According to Title III Project Criteria (OE4425)

Consultant Rating

1 = High 5 = Low

1. Extent to which proposed project is designed to meet the educational needs of the highest priority.

2

The eleven counties of the panhandle region of Nebraska constitute a large geographic area and are relatively sparse in population. Hence, the numerous local administrative units with limited enrollments cannot employ needed personnel for maintaining and repairing audio-visual equipment. They are not able to develop and construct such materials as slides, transparencies, film strips, etc. for class or individual student use nor consult with individual teachers or conduct workshops for greater effectiveness in the utilization of media. And, the area needs a central repository for films, slides, film strips, and transparencies which all can be acquired for classroom use within a reasonable period of time.

The Panhandle Educational Resource Center has demonstrated that it can provide these services through the unification of Educational Service Units 17, 18, and 19. PERC has also been enlisted to service four colleges, a state vocational-technical school, one Job Corps Center, two Head Start Centers, and six private educational institutions. These schools combined with local public school districts constitute 74.6 percent of all the educational organizations in the area (see Appendix D). Moreover, 97.1 percent of all the students, both public and private, and 95.3 percent of all the teachers in the panhandle area now have the services of PERC available for their individual use.

Obviously, all schools in the area would not identify the same educational need in their individual list of high priority items. Yet, 74.6 percent of all the educational organizations representing 97.1 percent of all the students have subscribed to the services which the PERC project provides. PERC is beginning to meet educational needs (media) of high priority for educational agencies of the area served. However, there has not yet been enough activity in the area of inservice programs for staff members.

Consultant Rating

2 2. Adequacy of evidence that proposed project will supplement regular school program.

The Monthly Materials Distribution Report (see Appendix E) provides abundant information to support the observation that the project supplements the regular school programs. The first four months of the project showed that 16,122 materials were requested from the PERC Center and used in classrooms. This figure represented approximately 50 percent* of the total request for materials. PERC was unable to fill many requests due to insufficient quantities of media. It is clear that PERC is doing a great deal to supplement regular programs, especially in the media field. While some inservice activities such as visitations to other schools, have taken place more emphasis on this facet of PERC service is desirable.

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*This figure was an estimate due to the overlap of requests, e.g., a material may not have been available on a particular day and was requested by the same teacher on the following day.

Consultant Rating

3 3. Extent to which the project would contribute to the solution of important education problems.

The demand of schools for materials and equipment, personnel, and inservice training for teachers to maximize output of individualized instruction is clear. The PERC project has taken the first step in this endeavor by providing some materials to teacher-student use. Individualization of instruction has only been given token impetus through the availability of media and limited inservice workshops. Limited funding has not provided the financial resources necessary to make a substantial impact upon teaching personnel toward this end. A start has been made. However, while individualized instruction is to be considered of great importance in this project, it must be remembered that progress toward such a goal cannot be rapid. Some of the base has been established and the 1969-70 funding period should see more visible progress toward this end.

Consultant Rating

1 4. Extent to which procedures to be used in achieving objectives are appropriate, adequate, and efficient.

Procedures used in the project for achieving the objectives outlined in the Plan for Interim Evaluation are (1) Unification of Educational Service Units 17, 18, and 19; (2) Inservice education programs; and (3) Development and improvement of media utilization are appropriate, adequate, and efficient for the area involved and the amount of funds available for the operation of the project. With additional funds for personnel and more extensive inservice programs, teachers in the area could become more knowledgeable of the concepts of individualized instruction through more appropriate use of materials and equipment.

Objectives 1 and 3 above are being achieved amazingly well in view of the funding level. Objective 2 has been achieved only to an acceptable degree.

Consultant Rating

3 5. Extent to which proposed program in innovative (presents a new solution to an educational problem)

The remoteness of the communities and schools of the panhandle area of Nebraska induces certain problems in communication, transportation, and distribution of materials. The project has been successful in binding together Educational Service Units 17, 18, and 19 in a communications network through the utilization of telephone and daily pickup and delivery services. The logistics of the network demonstrate imagination sufficient to warrant being considered "innovative" for this area. Prior to the implementation of PERC, only limited materials were available to the schools and were secured through the mails.

This project has been innovative in terms of techniques used. However, the basic idea for improved communication has been used elsewhere in the United States.

Consultant Rating

2 6. Extent to which proposed program is exemplary (has major features which have been proven to be of the highest quality and would service as a model for the educational community).

Although the PERC project did not harbor the intent of being an exemplary project, it has operated as an exemplary project not only for other areas of the State of Nebraska but for other regions of the nation having similar geographical problems as described in (5) above.

The project is exemplary in nature rather than innovative. The vision involved in the union of three ESU's for certain purposes has been lauded by educators as well as state legislators.

Consultant Rating

2

7. Adequacy of representation of other educational and cultural resources and of teachers and other school personnel in planning and implementing project activities, according to documentation.

The administration of the project has been successful at marshalling the necessary material and personnel resources from other agencies. Specifically, boards have been receptive to the goals of the project as demonstrated by their commitment of personnel in the data collection of the evaluation. Local administrators have frequently met and consulted with various people involved in the project for the purposes of administration, implementation, logistics, and evaluation. School districts have enlisted persons to serve as area coordinators for ordering and distributing materials. Moreover, Chadron State College has committed a substantial amount of equipment and facilities to the project's material center, as well as providing space for the media center. Additional material commitments to the project are likely to be evidenced for subsequent evaluations. A baseline for a comparison has been established through the compilation of data relative to expenditures for media during the academic year 1967-1968 (seeAppendix F).

There has been an unusual and unexpected involvement of school personnel from a variety of places in the total area. The involvement of lay persons has been primarily through board members of PERC and the three included Educational Service Units.

Consultant Rating

1

8. Adequacy of planning for proposed project

The administrators of the units and PERC have accurately assessed needs of paramount concern in the area. They have exhibited imagination in conceptualizing a program to meet identified needs. Realistic objectives have been developed with the locus of attention centered around the individualization of instruction. The planners have effectively implemented the program and pursued its objectives as rapidly as conditions and funding have permitted.

It should be noted that the reduced funding level has hampered maximum progress because considerable energy has been expended in realignment of objectives and procedures.

Consultant Rating

2

9. Degree of awareness of similar programs, research findings, or the knowledge of recognized experts.

The administration of the program has a general awareness of similar programs involving resource centers. There was only minimal evidence to support an awareness of research findings. Recognized authorities in the field of media should be considered household names in the PERC Center.

Visits by PERC personnel to similar resource centers have been made. Such visits should continue and the base of participation in such visits should be expanded.

Consultant Rating

2

10. Economic feasibility and efficiency of proposed project.

Although the project was economically feasible and efficiently operated as a material resource center, additional financial impetus is definitely needed to approach the goal of individualization.

Once the funding level was established, the realignment of objectives and procedures had to be done so that the program would "fit the budget." While this is not an uncommon occurrence, it is well known that maximum efficiency and effectiveness are not well served.

According to the project goals, as amended, the project is economically feasible and reasonably efficient.

Consultant Rating

1 11. Extent to which proposed project seems to appropriately involve children in private nonprofit schools.

The six private schools located in the PERC area all received the full services of the project. This involves 1,033 students and fifty-seven teachers (see Appendix D). Thus, there appears to be near maximum and appropriate involvement of all school students of the area.

1 12. Extent to which provisions for evaluating the proposed project are appropriate and adequate, and provide for a reasonable degree of objectivity.

This interim evaluation report holds as one of its primary purposes the implementation of the decision-making process. The evaluation is a continuous process which involves the collection, organization, and analysis of data for aiding such decision. Baseline, objective data have been collected relative to achievement, material utilization, teacher and student perceptions, enrollments, and equipment purchases. These data will provide broad areas of objective comparisons in subsequent evaluations of the project. Inclusion of the CIPP model in the overall evaluation plan will provide information which can be compared to other Title III projects which also use the model. According to the funding allocated for evaluation, the assessment is appropriate.

Consultant Rating

3 13. Extent to which provisions for dissemination of information about the proposed program are appropriate and adequate.

Procedures for the dessemination of information within the project area are administered with efficiency and promptness through the utilization of the project's daily van service. An organized plan for dissemination of information outside the PERC area is needed and should receive immediate attention. Planned publicity and a comprehensive mailing list should become an item of top priority for the project staff.

However, the prime recipients of the service, the students, report that they have not had an explanation of PERC.

2 14. Suitability of the size and qualifications of the staff.

Staffing of the project has been excellent and has contributed greatly to the efficient and effective operation of the materials center. The staff is competent and exhibits positive attitudes toward the work. Staff morale is high. Special attention should be given to easing the work load of the director of the materials center. Additional staff should be considered for assuming some of the workshop and inservice responsibilities.

Consultant Rating

3 15. Adequacy and appropriateness of the facilities, equipment, and materials to be used for the proposed project.

The materials center is housed in an excellent facility. However, as the project expands services, additional space will be needed. There does exist a deficiency of materials. This was evidenced by a large monthly percentage of unfilled orders due to insufficient quantities of materials. Additional funds could reduce the percentage of unfilled orders through added material purchases.

At this point in time facilities are excellent, equipment adequate and materials inadequate because of budgetary limitations.

An effort should be made to study the possibilities for cooperation among media centers and film sources such as the Instructional Media Center, Extension Division of the University of Nebraska at Lincoln, State Library Commission, State Department of Education, and Department of Public Health, to supplement the collection in PERC at Chadron.

RECOMMENDATIONS

1. Inservice education activities should be improved. A comprehensive plan of inservice activities for the 1969-70 funding period should be developed. The plan should include specific activities for board members, administrators, teachers and classified personnel. Activities planned should include workshops for improving communication and efficiency of operation, visitations to exemplary programs and improved conception of the need for and potential of such a cooperative activity.

2. Definitive plans for publicizing the PERC concept and operation are needed. While communications within the unit have been well-developed, there is a need for better communications with students and parents. Also, comprehensive plans for external communication should be developed. Brochures and mailing lists should be high priority items for next year.

3. Definite attention needs to be paid to appropriate involvement of lay persons other than board members. Specifically, students and parents should be involved. At the end of the funding period moral and financial support will be needed from the citizenry of the area. Now is not too soon to begin building toward getting the needed support.

4. Extensive efforts should be made to acquire all research reports and findings on resource centers. Sources of information on the subject include the Nebraska State Department of Education,

libraries at state colleges and the University of Nebraska, and the United States Office of Education.

5. The administration of PERC should solicit through its own office or the evaluation team, reactions to PERC by (a) superintendents of all schools involved, (b) board members of schools, (c) teachers using PERC services, and (d) some lay people of the Nebraska Panhandle. This inquiry should seek information about the awareness of the center, and its adquacy of service and needed improvements in operation.

6. The workload of the director of the PERC Center should be reduced in the area of conducting workshop activities. His major concern should include the administration of inservice workshops, and less emphasis should be placed upon his actual involvement in training sessions. This will probably command the need for additional PERC personnel to conduct workshop activities.

7. Greater use should be made of consultants who are specialists in the field of media use and the processes of individualization. Consultants with recognized prominence in the field of individualized instruction and media should be employed to conduct workshops for teachers, PERC personnel, board members and administrators.

8. Consideration should be given to the present concept of "media" which include all instructional materials. Many of the schools served by PERC have less than adequate collections of utilization of books, periodicals, vertical file collections, indexes and other research and reference sources which individualized instruction requires.

PROGRESS DESCRIPTION

The purpose of "Progress Description" is to provide a systematic description of the levels of accomplishment of the project in relation to the stated objectives and needed program changes. This will, in effect, aid the decision-making processes. The process involves a careful analysis of the relationship of the purpose of the project with specific objectives and accumulated data. These data were collected to implement the "Context Evaluation" for the facilitation of making planning decisions; the "Input Evaluation" for structuring decisions; "Process" for implementing decisions; and "Product" for recycling.

Context Evaluation

The major objective of context evaluation was to continually monitor the program in order to identify need for changes as they occur. This evaluation can best be described by analyzing data relative to each objective of the project.

Unification of Educational Service Units 17, 18, and 19 was initially conceptualized as an objective of the project. The purpose of this objective was to combine available personnel and material resources to solve common problems of the area. As a part of the PERC project, the need for better staff utilization of media for implementing the processes of individualization was identified as a problem which required the combined resources of Units 17, 18, and 19. A central repository of materials, easily accessible, was deemed necessary. Inservice training for the development and utilization of media was also identified as of paramount importance.

Efforts to monitor this part of the program have been exceedingly successful. Achievement test data of students in the area have been compiled as a baseline for subsequent comparisons so that needed program changes may be made. Instruments to determine the perceived educational needs by students and teachers have been designed and administered. Data from these instruments are being used to modify attempts to unify the three units. Additional instruments were designed to monitor the availability and utilization of materials and equipment. Also, feedback information was secured through individual interviews. An example of the utilization of these data was illustrated by information which identified discontented teachers who were not satisfied with the availability of materials. Planning decisions to correct this problem are currently being considered.

The monitoring of the program in relation to the single objective "Unification of Educational Service Units 17, 18, and 19" has been conducted commendably. Periodic modifications have been made on the basis of research data, and they have contributed to the realization of the stated objective.

In conjunction with the first objective, Inservice Educational Programs was identified as the second objective of the program. This objective came into focus as a result of the previously identified need for better staff utilization of media for implementing the processes of individualization.

Inservice programs are continually monitored by comprehensive evaluations submitted by program participants and program consultants. Data from these evaluations supply information for making needed changes in subsequent inservice programs. Also, data from perceptual scales have been employed to give additional direction to inservice activities. These measures have satisfactorily identified needed program changes.

The instruments utilized in the above evaluations have also been employed in the context evaluation of the third objective, Development and Improvement of Media Utilization. The teaching of many subject disciplines has been identified as an area of need. Efforts to focus the program on this need has been initiated.

In summary of the Context Evaluation, all of the objectives are effectively and accurately monitored through the utilization of appropriate devices. This has been evidenced by various planning decisions which have been made as a result of the analysis of the context data described above.

Input Evaluation

The objective of input evaluation was to identify and assess relevant capabilities available to the program, to define objectives, and to identify and assess alternatives for achieving objectives.

The initial proposal for the Panhandle Educational Resource Center involved many ramifications all of which required special considerations when the funding of the project was reduced. Many structuring decisions were made in the project proposal for the implementation of the project. With substantially reduced funding, new objectives were identified as a part of the context evaluation. These objectives were assessed as attainable after a careful review of data resulting from the context evaluation and available resources which were evaluated in the input evaluation. These data provided information for making new structuring decisions.

The process for the input evaluation included deliberation of the unit administrators, review of professional literature, and the acquisition of outside consulting services. This process aided the clarification of objectives, identification of additional resources, development of strategies, and specification of a procedural design for implementing the selected strategies.

The context evaluation has identified an important need for the utilization of media to bring about a higher degree of individualized instruction. The fulfillment of this need is only approached as the objectives of the project reach fruition. For individualization of instruction to be widely realized, additional resources must be secured. Presently, the input evaluation is involving the accumulating of data so that structuring decisions may be made for the acquisition of additional funds.

Input evaluation has been effectively employed through the identification, categorization, and analysis of data and has brought about realistic structuring decisions.

Process Evaluation

Process evaluation holds as its objective the detection or prediction, during the implementation stage, of defects in the project operations. It is needed to provide periodic feedback for continuous control and refinement of the project.

On a continuous basis, effective monitoring of the following has occurred: interpersonal relationships of staff, communications channels, logistics; understanding of program by people affected by it; adequacy of resources, facilities, and staff.

Process data have advanced strong indications that the project is corresponding with the stated objectives. Public and private school students and college students are being serviced; however, the level of individualization of instruction can only be assessed from baseline data compiled for future comparisons in subsequent process evaluations.

Limited assessment of the teachers' understanding of the purpose of the project has been made. A complete assessment is planned for the second year of the project operations.

The process evaluation has uncovered an important need. Insufficient project funds have prohibited the employment of needed media consultants and supervisors--persons to work directly with individual teachers and groups of subject area teachers. Although teachers have been involved in media utilization and materials production workshops, additional inservice activities are needed. Activities which focus on techniques of individualizing instruction in special subject areas would command a high degree of interest. Data suggest that media are being used widely, yet there is no evidence to support its broad use in the individualization process.

Incorporated into the process evaluation was a progress description design developed by Hayes and Clifton. Its purpose was to provide a systematic description of the levels of accomplishment of the project in relation to stated objectives and a set of descriptive criteria. These criteria included conceptualization, development, implementation, organization, demonstration and dissemination.

Progress can best be described by the extent that the specific objectives have been achieved. The objectives of the project were: (1) Unification of Educational Service Units 17, 18, and 19, (2) in-service educational programs, and (3) development and improvement of media utilization.

The grid in Chart I displays the extent to which each of the objectives have been achieved. Each of the progress stages were defined for each objective. The progress stages were identified using the following checkpoints:

(1) Conceptualization (That is the abstract level of the project. It is verbal as compared to action.)

___a. Can the administrative staff verbally describe what is to be done?
___b. Can the staff tell "why" each step is to be taken?
___c. Are the objectives and procedures written?
___d. Have the concepts been checked and approved by outside consultants?

(2) Development (Action readiness is achieved in this stage. Specific preparations have been made.)

___a. Have the necessary persons been recruited or hired, or involved so that they understand the plan? Are the people "ready?"

___b. Have baseline data been collected so that progress can be determined?
___c. Have the materials been obtained or prepared?
___d. Have the appropriate school and community leaders been informed?
___e. Have the procedures to be followed been specified and written down?
___f. Has a calendar of events been established? Are there any possible time binds or overloads?

(3) Implementation (Action begins here. The program is tried. May be in a limited area.)

___a. Is the program actually serving students?
___b. Does the program correspond with stated objectives?
___c. Do the teachers understand the purpose?
___d. Are the educational leaders who are directing the program making observations, evaluation, and improving the program?
___e. Are the proposed instructional media being employed?

(4) Organization (An administrative function to arrange the relationships among people so that they are productive and harmonious.)

___a. Are the lines of responsibility for all of the employees known and clearly stated?
___b. Is there a plan for serving all of the schools in the units? Is it fair to all concerned?
___c. Are the finances available to continue this service?
___d. Is there a person who have full responsibility for the service?
___e. Are staff meetings held so all of the staff participates?
___f. Has the plan or organization been reviewed with a consultant?

(5) Demonstration (To show what can be done.)

___a. Is the service in operation so that it exemplifies "best practice?"
___b. Have consultants judged the service to be an appropriate representation of what can be done?
___c. Are data available to indicate the effectiveness of the service? (EVALUATION)
___d. Have "new" practices in education been introduced to the service units for purposes of demonstration?
___e. Have "new" practices actually been demonstrated according to some well defined and organized plan?

(6) Dissemination

___a. Have the services been described in writing and made available to educators and interested laymen?
___b. Have workshops been described and discussed?
___c. Have the news media been given the story?
___d. Has it been published in a professional journal?
___e. Have teachers been invited to be participant observers?
___f. Have leaders been developed who can carry this program to other areas?
___g. Communication with public and between all agencies of the units and their lay people.

Unification of Educational Service Units 17, 18, and 19 has been demonstrated by the involvement of personnel from each unit; services provided to a large majority of the students and the teachers of the area; and the communications network involving a Watts line telephone and a daily van service for the distribution of materials and information. This objective of the project has progressed through all the action stages of the descriptive criteria; however, much progress can still be achieved within each descriptive criterion.

With the recent employment of an additional staff member, the inservice educational programs have been greatly strengthened. More teachers are being served thus resulting in improved instruction for students. However, only limited use of consultants who are specialists in the field of individualization of instruction has been realized. Without additional funds this objective can only move through the action stages with minimal degrees of success.

The objective, Development and Improvement of Media Utilization, in part, depends upon the inservice educational programs. Presently, there is not sufficient evidence to show that the teachers understand

CHART I

EVALUATION GRID
PANHANDLE EDUCATIONAL RESOURCE CENTER

Objective	Progress Description (Progress stages or Action Stages					
	CONCEPTUALIZE	DEVELOPMENT	IMPLEMENT	ORGANIZE	DEMONSTRATE	DISSEMINATE
Unification of Educ. Service Units 17, 18, and 19	▨ *	▨ *	▨ *	▨ *	▨ *	▨ *
Inservice Educational Programs	▨ *	▨ *	▨ *	▨ *		
Development and Improvement of Media Utilization	▨ *	▨ *	▨ *			

*According to criteria (p. 45) each element of progress description has been treated. However, this is not to imply that comprehensive Unification of Educational Service Units 18, 17, and 19, Inservice Educational Programs, and Development and Improvement of Media Utilization have been accomplished. This grid is simply designed to show graphically that specific efforts and activities are measurable for treatment of the concepts involved.

the purpose of this objective. Even though the program is serving students, a question still remains as to its appropriateness for individualizing instruction. Baseline data have been compiled to test the effectiveness of this part of the program.

Product Evaluation

The product evaluation determines the effectiveness of the project after it has run a full cycle. The objective is to relate outcomes to program objectives. The project has not run a complete cycle, but numerous baseline data have been compiled to make later comparisons. These data are included in this interim evaluation report.

Outcome tendencies can be predicted as a part of the product evaluation. This analysis will report the interpretation of data currently available that indicate the major results of the study.

For outcome tendencies the evaluators asked the following questions:

(1) Are there any evidences that the program is affecting student achievement?

(2) Are there any evidence of changes of attitudes on the part of teachers, students, parents, administrators, and community leaders?

(3) Are there any evidences of changes in financial investment in education?

(4) What new pieces of equipment have been installed that can be attributed to the program?

The project has been operational for several months, and it would be premature to project any change in student achievement.

Baseline achievement data have been compiled for later comparisons.

Interview with student-teachers uncovered attitudes of professional staff of the area which were characterized by a high level of reluctance to try media in classroom instruction. Inservice workshop in media utilization and the availability of materials have changed this attitude in some areas. This in part is evidenced by the large number of materials used in some schools. Additional changes will become apparent after the project has run a complete cycle and all the baseline data are compared to current similar data.

Specifically, additional investments in equipment will reflect a more positive view of media. Preliminary analysis of the data for investments in equipment and the media inventory show that many equipment items were purchased in 1967-68 for the first time. Obviously, this cannot be attributed to the project, but it does reflect a change of attitude toward media. Hopefully, the project will cause substantial investments in equipment and will be reflected in subsequent evaluations.

Additional evidence was found in questionnaires administered to inservice workshop participants. Responses to questions and anecdotal reports indicate that teachers are interested in learning more about the application of media for the individualization of instruction. Teachers have shown a high interest in the development of materials for individual student and subject area use. Also, the inservice activities have promoted an exchange of ideas with teachers from different schools. All of these data tend to support the achievement of the three objectives of the project.

INSERVICE PROGRAMS

Sixty-six different inservice workshop activities and seven orientations for college students were conducted by the PERC personnel during the first five months of operation of the project. The majority of the workshops were held at the PERC Center or in individual schools. These activities were generally requested by the educational service unit administrators of the PERC area.

The work of these inservice activities centered on: (1) orientation to the PERC Center, (2) demonstrations, (3) operation of equipment, and (4) production of materials. There was only one activity involving the individualization of instruction.

Generally, classroom teachers participated in the inservice workshops. This involved approximately an equal number of elementary, junior and senior high, and college teachers. (See report of inservice activities of PERC personnel on the following page.)

Three other workshops were conducted in conjunction with Educational Service Unit 17 and Project ASERT. They consisted of five sessions each in Alliance, Chadron, and Scottsbluff. The following topics were covered: overview of media, bulletin board techniques, educational television, equipment operation, and transparency production.

Approximately 40 teachers attended each workshop. Following the first meeting, the overview of media, participants were placed in groups of ten. The groups rotated to a different session of the workshop during the next four weeks. A summary of the results of questionnaires completed by participants to evaluate the workshops' activities is presented in Appendix H.

Interviews with teachers were planned as a part of the interim evaluation of the inservice activities, but they were not feasible due to the reduction of funds for evaluation purposes. Interviews are planned to assess, in part, all inservice programs in subsequent evaluations.

Report of Inservice Activities of PERC Personnel

1. Location of service rendered:

21	PERC Center
40	Public School
11	College
15	Educational Service Unit
5	Other

2. Service requested by:

1	Teacher
7	Principal
15	Superintendent
43	Educational Service Unit Administrator
28	Other

3. Activities:

42	Orientation
35	Demonstration
27	Training, Equipment Operation
19	Production of Materials
2	Individualized Instruction
28	Other

4. Type of group served:

55	Faculty

4. (continued)

7	Students (college)
23	Administrators
17	Other

5. Level of group served:

63	Elementary
54	Junior High
55	Senior High
30	College
4	Other

PRE-SERVICE PROGRAM
AT
CHADRON STATE COLLEGE

The pre-service program at Chadron State College offers a series of experiences to their students through the PERC program. This provides each student in teacher preparation an opportunity to actively participate in workshop activities of the center. The students are provided a broad exposure to material preparation and equipment utilization. Efforts to assess this activity of the PERC program were conducted through the use of student interviews and were administered by the evaluation team. Moreover, a questionnaire was designed by the director of the center and was administered to the students at the completion of the Block Program (the PERC program at Chadron State).

PRE-SERVICE
TEACHER EVALUATION

All of the ten students interviewed will graduate in May of 1969. Eight plan to start their teaching careers in September of 1969, while the other two plan to continue their education in graudate school--one at Chadron State College and the other at the University of Nebraska. Three of the students want to teach in the Chadron area and two prefer teaching in a small school system somewhere in Nebraska. Four students will look for employment in large metropolitan areas, and one was undecided. Six of the students specialized in elementary education and four in secondary education.

The description of their student-teaching experiences presented some interesting comments. Seven of the students used words such as "enjoyable," "great," and "excellent" to describe this experience. One had taught previous to student teaching, and another apparently had an undesirable student-teaching experience. The less fortunate student said that she did not get a chance to try her own ideas. She was critical of her supervising teacher; she was required to make six preparations each day and was given a low grade for her efforts.

The students which seemed to have the best student-teaching experience taught at Ellsworth Air Force Base. They had an opportunity to team teach in ungraded situations and use media extensively.

Several other students had similar opportunities to use media in their teaching but not as extensively. They, about five students, made only limited use of media and little or no reference to techniques learned in the Block (PERC program at Chadron State College). Generally, the elementary people interviewed were better attuned to the use of media and the process of individualization. Seemingly, two secondary teachers were oblivious to the application of media and meeting student need.

It was a general feeling that the student-teaching experience was most valuable. This was illustrated more specifically by those who pointed to certain student-teaching experiences which were particularly beneficial. Such experiences as teaching the underprivileged; working with a large staff which involved different kinds of people; being involved in a modular program at the elementary level and team teaching; working with different levels of students; exposure to many teaching materials and numerous subject area; and being the subject of a student evaluation were all pointed to as the most important pre-service experiences. One student felt that college methods courses were of no relevance to teaching. Lastly, three persons interviewed regarded their experience in the PERC Center as the most important.

New materials to foster creativity and programmed materials for individual progress were suggested as knowledge gained from courses in education which students felt would help their teaching. The majority did refer to the Block Program in the PERC Center as providing the best information and techniques for subsequent teaching. Other methodological approaches which the persons interviewed felt that they would use were the ungraded, team teaching, outdoor experiences for students, grouping, the discovery approach, the involvement of students, and the concept approach to learning. Two persons regarded their exposure to techniques of discipline as being appropriate to their anticipated teaching situation.

Practically all the interviewed persons mentioned the preponderance of media and audio-visual equipment as the most important development in education in the last four years. Other isolated remarks included programmed instruction, individualization, ability grouping, and teacher evaluation. In conjunction with media, one student observed that students were more directly involved with the use of materials.

When asked, "What improvements do you think should be made in schools?" five students expressed concern for improvement of environmental factors, i.e., sliding doors, chalkboards, etc. Two students expressed a need for more audio-visual aids. Other kinds of improvements included smaller classes, ETV, more government, field trips, and teacher aides. One student felt that a more careful screening of elementary teachers and better supervision would improve schools. Only four students made any reference to individualization.

Generally, the students in elementary education felt that additional audio-visual materials and equipment should be used more frequently in schools. Several expressed a concern for inservice training in the use of media; in fact, two students indicated that older public school teachers know nothing about media and refuse to use it. They were more concerned with the unit approach to teaching, coordinated subject matter and articulation between subjects.

All the students interviewed expressed a desire to utilize some media in their teaching. The overhead projector was the single most important device mentioned. Almost all felt that a material center should provide the services which the PERC Center offers,; however, some thought equipment should be provided to the schools.

Numerous items of equipment were mentioned by the persons interviewed as things they would like to learn more about. Some were interested in programmed materials and the use of study carrels.

In summary, there was a definite awareness on the part of students majoring in elementary education toward the need for media in the classroom. There was a consensus of feeling that media was essential to learning. On the other hand, the students with secondary orientations maintained an opposite point of view.

The student-teachers interviewed saw a real need for inservice in the school systems where they did their cadet teaching. On a number of occasions the older teachers of these systems were referred to as being too traditional or unwilling to try new ideas.

Seemingly, there was a real need for a college program which would involve the subject area disciplines and the materials center. Specifically, the students interviewed wanted some training that would help them develop media for specialized subject areas. It was apparent that secondary student-teachers could see only little relevance of media to their subject areas.

At the conclusion of each nine-week Block Program at Chadron State College, the director of the center administered a questionnaire to the participants to assess the activities of the Block Program and to receive some additional information about the schools where the students did their cadet teaching. The analysis of the data from these questionnaires provided information about the strengths of the program, and it identified specific weaknesses. This facilitated the recycling decisions of the Block Program.

Of particular interest to the evaluation team was the question, "In regard to services offered by the PERC Center, what was the general attitude of teachers in your school?" By and large, the responses were very favorable. There were a number of additional comments which suggested the need for additional materials. These responses included:

> Disappointed when films constantly were unavailable. Some even quit trying to order films.
>
> They liked it, however, since Scottsbluff is one of the last schools to be called, materials desired were often unavailable.
>
> They didn't like it because they said they didn't get the materials.
>
> They seemed happy to have the service available to them but films were not arriving when they had been ordered.
>
> They ordered things eagerly at first, but slowed down when they found they couldn't always get what they ordered.
>
> Continual griping about never getting anything they ordered.

Hopefully, with additional funds more and better materials will be available to satisfy the unmet needs of the area.

ACHIEVEMENT TEST DATA

A survey of the schools in the PERC project was conducted to identify and ascertain achievement test data. Specifically, the schools were asked to identify the standardized achievement test given to students and the time of year administered.

This survey yielded a sufficient amount of data to provide for a broad sample of achievement scores. These data will be used as baseline information and will be correlated with test scores compiled in subsequent evaluations.

MATERIAL UTILIZATION

The total number of materials ordered from the PERC Center and used by schools are illustrated for the first four months of the operation of the project in table form on the following page. The total monthly distribution of materials is presented in this table. These data provide baseline information for the month-to-month monitoring of media usage. Also, the data will be used in subsequent evaluations to illustrate the changes in frequency and attrition of media usage.

MONTHLY REPORT--MATERIALS DISTRIBUTION TOTALS

Month	16mm Films	Tapes	Film Strips	FS/with Records	Film Loops	Records	Study Prints	Multi Media	Trans-parency	Other	Materials Total
November	1824	88	1214	35	58	179	16	16	420	3	3853
December	1183	43	531	13	30	70	5	6	312	1	2194
January	1955	92	1128	55	50	163	16	26	2254	3	5742
February	2370	127	1013	48	48	172	12	9	521	13	4333

INVESTMENT IN EQUIPMENT

Baseline data have been collected relative to materials and equipment expenditures of school systems. These data have been compiled for the school year 1967-1968.

On the basis of the assumption that the increased availability of materials would result in additional or increased local expenditures for equipment, all school systems in the PERC project were asked to submit financial data relative to materials and equipment purchases. Although the receipts of the data are not yet complete, a summary of available information is reported in Appendix F.

Questionnaires were sent to all 216 schools and ten county superintendents asking for expenditures during the 1967-1968 school year for purchases of AV equipment, library materials, film rentals, and AV equipment repairs. Responses were returned by 42 schools and six county superintendents. The 42 schools that did respond represent 1068 teachers and 18,970 students. The six county superintendents represent a total of 25,628 elementary and secondary, public and non-public, school students; and 1520 public and non-public teachers.

Appendix F illustrates the average number of dollars spent per teacher and student by the agencies reporting.

BANNER COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Banner County School	3	142	136		278	7	11		18
TOTAL		142	136		278	7	11		18

BOX BUTTE COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Alliance City	3	925	957		1882	45	55		100
Hemingford	3	117	187		304	8	10		18
St. Agnes	Par.	146	180		326	7	14		21
District #1	1	17			17	1			1
District #4	1	17			17	2			2
District #14	1	12			12	1			1
District #40	1	43			43	3			3
District #57	1	21			21	2			2
District #81	1	8			8	1			1
District #124	1	15			15	1			1
TOTAL		1321	1324		2645	71	79		150

CHEYENNE COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Dalton #91-C	2	123	116		239	7	10		17
Gurley #138	2	64	78		142	5	8		13
Lodgepole #4J	2	119	81		200	9	10		19
Potter #9	3	147	84		231	9	12		21
Sidney #1	3	946	898		1844	42	49		91
Trinity Lutheran	Par.	21			21	1			1
St. Patrick	Par.	181	144		325	8	9		17
Western Nebr. Voc.-Technical	Vo-Tec			168	168			17	17
District #12-C	1	40			40	5			5
District #32	1	16			16	2			2
District #76	1	19			19	2			2
District #97	1	13			13	2			2
District #77	1	4			4	1			1
District #36	1	19			19	2			2
District #61	1	10			10	2			2
District #39	1	3			3	1			1
District #17	1	8			8	1			1
District #75	1	24			24	2			2
TOTAL		1757	1401	168	3326	101	98	17	216

DAWES COUNTY

		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Chadron City #2	3	669	645		1314	27	40		67
Crawford #71	3	179	258		437	9	13		22
Assumption Academy	Par.	92	66		158	4	6		10
Chadron State College	Cdlege			2032	2032			105	105
District #1	1	11			11	1			1
District #3	1	46			46	3			3
District #5	1	7			7	1			1
District #25	1	8			8	1			1
District #28	1	12			12	2			2
District #39	1	11			11	1			1
District #47	1	8			8	1			1
District #49	1	30			30	2			2
District #60	1	14			14	1			1
District #66	1	6			6	1			1
District #70	1	20			20	1			1
District #84	1	10			10	1			1
District #92	1	27			27	2			2
District #D	1	6			6	1			1
District #T	1	5			5	1			1
District #62	1	49			49	3			3
District #58	1	3			3	1			1
District #18	1	9			9	1			1
TOTAL		1222	969	2032	4223	65	59	105	229

DEUEL COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Big Springs #80	3	215	95		310	7	13		20
Chappell #1	3	231	199		430	14	14		28
TOTAL		446	294		740	21	27		48

GARDEN COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Oshkosh Grade	2	257			257	13			13
Garden County High School	6		172		172		12		12
Lewellen Rural High School	6		48		48		6		6
Lisco Grade #53J	1	85			85	7			7
Lewellen Grade #44	1	74			74	5			5
Penn School Dist. #43	1	10			10	1			1
TOTAL		426	220		646	26	18		44

KIMBALL COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Dix School District #2	2	100	111		211	7	12		19
Bushnell #6	2	52	44		96	4	8		12
Kimball County High School	6		379		379		28		28
Kimball Grade #3	1	950			950	54			54
District #5	1	12			12	1			1
District #22	1	2			2	1			1
District #24	1	7			7	1			1
District #4	1	32			32	2			2
TOTAL		1155	534		1689	70	48		118

MORRILL COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Bridgeport #63	3	350	283		633	20	17		37
Bayard #21	3	237	279		516	13	19		32
District #6	1	79			79	5			5
District #11	1	38			38	3			3
District #5	1	11			11	1			1
District #61	1	38			38	2			2
District #132	1	6			6	1			1
District #42	1	4			4	1			1
District #41	1	7			7	1			1
District #14	1	19			19	2			2
District #96	1	44			44	2			2
District #73	1	39			39	2			2
District #17	1	5			5	1			1
District #44	1	10			10	1			1
District #128	1	51			51	3			3
District #9	1	10			10	1			1
TOTAL		948	562		1510	59	36		95

SCOTTSBLUFF COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Sunflower #68	2	107	86		193	6	7		13
Melbeta #81	2	68	52		120	4	6		10
Minatare #2	3	191	195		386	7	15		22
Morrill #11	3	314	301		615	15	20		35
Mitchell #31	3	370	392		762	17	22		39
Gering #16	3	1182	926		2108	51	48		99
Scottsbluff #32	3	2266	1980		4246	103	96		199
Lyman	3	138	114		252	7	10		17
St. Agnes	Par.	195			195	7			7
Valley View S.D.A.	Par.	8			8	1			1
Hiram Scott College	College			1371	1371			45	45
Nebraska Western College	College			533	533			30	30
Platte Valley Bible College	College			58	58			12	12
Highland #5	1	91			91	4			4
Fairview #34	1	46			46	2			2
Victory Hill #67	1	92			92	4			4
Mitchell Valley #7	1	80			80	4			4
Cedar Canyon #60	1	106			106	6			6
Lake Minatare #64	1	117			117	4			4
Lake Alice #65	1	87			87	4			4
Gering Valley #8	1	68			68	5			5
Haig #20	1	83			83	5			5
Henry #47	1	45			45	3			3
Kiowa #46	1	18			18	2			2
TOTAL		5672	4046	1962	11680	261	224	87	572

SHERIDAN COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	**CLASS**	**Ele.**	**Sec.**	**Other**	**Total**	**Ele.**	**Sec.**	**Other**	**Total**
Gordon #1	3	352	416		768	16	24		40
Hay Springs #3	3	156	181		337	10	14		24
Rushville #2	3	182	199		381	7	14		21
District #8	1	10			10	1			1
District #14	1	6			6	1			1
District #17	1	9			9	1			1
District #20	1	7			7	1			1
District #27	1	12			12	1			1
District #30	1	67			67	4			4
District #36	1	15			15	2			2
District #44	1	12			12	1			1
District #62	1	9			9	1			1
District #63	1	8			8	1			1
District #69	1	13			13	1			1
District #83	1	8			8	1			1
District #88	1	10			10	1			1
District #93	1	17			17	2			2
District #96	1	14			14	1			1
District #129	1	32			32	2			2
District #131	1	18			18	2			2
District #132	1	15			15	1			1
District #133	1	8			8	1			1
District #165	1	3			3	1			1
District #167	1	7			7	1			1
District #73	1	4			4	1			1
District #79	1	6			6	1			1
District #22	1	13			13	1			1
District #32	1	11			11	1			1
District #13	1	9			9	1			1
District #122	1	12			12	1			1
District #26	1	22			22	2			2
TOTAL		1067	796		1863	69	52		121

SIOUX COUNTY		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Sioux County High School	3		92		92		9		9
District #2	1	15			15	2			2
District #4	1	8			8	1			1
District #5	1	5			5	1			1
District #6	1	4			4	1			1
District #7	1	70			70	6			6
District #9	1	4			4	1			1
District #12	1	10			10	1			1
District #14	1	6			6	1			1
District #23	1	5			5	1			1
District #26-A	1	5			5	1			1
District #33	1	3			3	1			1
District #43	1	9			9	1			1
District #46	1	4			4	1			1
District #47	1	21			21	2			2
District #48	1	6			6	1			1
District #51	1	7			7	1			1
District #56	1	4			4	1			1
District #63	1	3			3	1			1
District #65	1	3			3	1			1
District #68	1	3			3	1			1
District #71	1	8			8	1			1
District #73	1	9			9	1			1
District #76	1	8			8	1			1
District #77	1	3			3	1			1
District #85	1	5			5	1			1
TOTAL		228	92		320	32	9		41

OTHER AGENCIES		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
Northwest Community Action Program, Chadron, Nebr.				100	100			5	5
Pine Ridge Job Corps.				100	100			5	5
Fort Robinson Museum									
Panhandle Community Action Agency, Gering, Nebraska				99	99			10	10

GRAND TOTAL		ENROLLMENT				TEACHERS			
SCHOOL	CLASS	Ele.	Sec.	Other	Total	Ele.	Sec.	Other	Total
All Schools and Colleges	All	14384	10374	4162	28920	782	661	209	1652
Other Agencies				299	299			20	20

Name	Date Hired	Position
Udell L. Hughes	6-1-68	Project Director - responsible for general administration of the project, for coordination of various departments, and for general supervision of personnel.
Richard L. McGee	6-1-68	Director of Media Center - responsible for administration of media center including processing, production, and distribution of media. Serves as a consultant to school librarians and performs in-service activities in media.
Robert Kymala	2-15-69	Media Specialist - serves as a consultant in library procedure for the PERC Center and for schools, conducts in-service workshops.
Patricia I. Nieman	7-8-68	Project Director's Secretary - responsible for fiscal accounting of the project, typing purchase orders, issues checks for payment of orders, prepares budget reports for PERC, does payroll, takes care of the PERC Supply Fund which involves billing the schools for raw materials used at the PERC Center and crediting accounts when payment received, monthly listing of services used by each school, filing, correspondence, and other routine office duties.
Floyd Stretch	7-15-68	Electronics Technician - repairs all AV equipment for schools and keeps Center's equipment in good working order.
Frederick E. Wheeler	7-11-68	Graphic Artist -Prepares any artwork requested by teachers or schools, prepares overhead transparencies, duplication of materials, sign and poster printing, etc.
Dorothe Thompson	7-11-68	Graphic Artist - Prepares any artwork requested by teachers or schools, prepares overhead transparencies, duplication of materials, sign and poster printing, etc.
George Darrow	8-27-68	Production Director - takes care of all work requests, i.e., assigns them to different departments, assists in Center as an equipment consultant, and general supervision of Center.
Carl Isaacs	9-11-68	Center Assistant - runs the film inspection machine, helps to fill orders, and does minor clerical work around the Center.
Patricia Smith	9-9-68	Booking Clerk - takes orders from schools for media on the WATTS line, fills orders, checks in orders, does secretarial work for Center Director, does record keeping, such as teacher utilization records and school utilization records, does correspondence, filing and other routine office duties.
Sharon Dotson	8-26-68	Shipping & Receiving Clerk - verifies orders as they are received on the WATTS line, takes orders from school for media on the WATTS line, fills orders, checks in orders, does filing and other routine office duties.
Barbara McGee	8-19-68	Assists with record keeping, typing in cataloging and assists graphic artists.

Ray Lively	10-29-68	Van Driver-picks up and delivers materials to schools.
Robert Thompson	10-15-68	Van Driver-picks up and delivers materials to schools. Checks in materials received back from schools.
John Hartwig	10-28-68	Van Driver-picks up and delivers materials to schools.
Mark Henderson	10-28-68	Van Driver-picks up and delivers materials to schools.
Douglas Richardson	10-1-68	Center Assistant-runs film inspection machine, assists around the Center by filling orders, checking in orders, etc.
Doris Sheible	9'68	Media Librarian-responsible for ordering, classifying and cataloging of materials, supervises distribution of materials out of Center and also helps in checking in orders. Paid by E.S.U. No. 17.
Sheryl Brost	3'68	Part-time-helps fill the orders, helps in some of the record keeping.
Frances Furman	9'68	Secretary-does some of the correspondence, helps with duplicating of materials and mineographing materials, filing and other routine office duties.
Albert Weitzel	1-7-69	Van Driver-(part-time) picks up and delivers materials to schools.
Lyle Caraway	1-7-69	Van Driver-(part-time) picks up and delivers materials to schools.
Carol Vlasin	10-3-68	Part-time--helped in typing and cataloging materials when materials first arrived at the Center.

REPORT OF SERVICE
PERC Center Staff

R. L. McGee, Director
PERC Center

Date	Activity or Place	Attendance
7-22-68	PERC orientation to Special Education Institute, CSC	55
7-23-68	PERC orientation to graduate students, CSC	40
7-25-68	PERC orientation to History Institute, CSC	40
7-30-68	PERC orientation to Library Science Class, CSC	25
8-22-68	PERC orientation to teachers in ESU 18 area, Scottsbluff	350
8-26-68	Pre-School Workshop, Thedford	30
8-27-68	PERC orientation to Crawford faculty, Crawford	40
8-27-68	PERC orientation to rural teachers in ESU 17 area, CSC	60
8-27-68	PERC orientation to city elementary teachers in ESU 17, CSC	65
8-28-68	PERC orientation to Jr. High and High School faculty, Alliance	80
8-28-68	PERC orientation to elementary and rural teachers in southern ESU 17 area, Alliance	125
8-29-68	PERC orientation to Rushville faculty, Rushville	30
9-3-68	PERC orientation to Sheridan County rural teachers, Rushville	50
9-10-68	PERC orientation to administrators in ESU 17 area, CSC	20
9-11-68	PERC orientation to Whitney PTA, Whitney	50
9-16-68	PERC orientation to faculty and board of Bayard City Schools, Bayard	80
9-17-68	PERC orientation to administrators in ESU 18 area, Scottsbluff	20
9-20-68	PERC orientation to Dawes County rural teachers, Chadron	30
9-25-68	PERC orientation to administrators in ESU 19 area, Sidney	20
9-26-68	PERC orientation to Chadron State Faculty, CSC	100
9-26-68	Overview of transparency section of workshop sponsored by ESU 18, Scottsbluff	30
10-9-68	Orientation and tour of PERC Center for Chadron Public School Faculty, PERC Center	75
10-10-68	PERC orientation to administrators and board members of ESU 19 area schools, Sidney	100
10-18-68	PERC orientation for coordinators from schools in ESU 17 area, PERC Center	20
10-16-68	PERC orientation for coordinators from schools in ESU 18 area, Scottsbluff	25
10-16-68	PERC orientation for coordinators from schools in ESU 19 area, Sidney	22
10-17-68	PERC orientation to Kimball County Education Association, Dix	70
10-24-68	PERC orientation to General Session of NSEA District 6 Teacher's Convention, CSC	400
10-24-68	PERC orientation for coordinators who missed area coordinator meetings earlier, PERC Center	15
10-25-68	Demonstration and discussion on "media in the elementary school" to NSEA District 6 Teachers Convention, Elementary PRincipals section, Chadron High School	25

REPORT OF SERVICE
PERC Center Staff

R. L. McGee, Director
PERC Center

Date	Activity or Place	Attendan
10-30-68	Transparency section of ESU 18 workshop, Scottsbluff	10
11-4-68	PERC orientation to Chadron State College Student Education Association, CSC	85
11-7-68	Transparency section of ESU 18 workshop, Scottsbluff	10
11-11-68	PERC orientation to Sioux County teachers, Harrison	40
11-14-68	Transparency production section of ESU 18 workshop, Scottsbluff	10
11-21-68	Transparency production section of ESU 18 workshop, Scottsbluff	10
12-16-68	Explanation and tour of PERC Center to Chadron High Future Teachers Association, PERC Center	10
1-28-69	Orientation presentation on in-service workshop for teachers in Chadron area, PERC Center	40
1-30-69	Orientation presentation on in-service workshop for teachers in Alliance area, Alliance High School	40
2-4-69	Transparency production section of ESU 17 workshop, PERC Center	10
2-6-69	Transparency production section of ESU 17 workshop, Alliance	10
2-11-69	Transparency production section of ESU 17 workshop, PERC Center	10
2-13-69	Transparency production section of ESU 17 workshop, Alliance	10
2-18-69	Transparency production section of ESU 17 workshop, PERC Center	10
2-25-69	Transparency production section of ESU 17 workshop, PERC Center	10
2-27-69	Transparency production section of ESU 17 workshop, Alliance	10
3-6-69	Transparency production section of ESU 17 workshop, Alliance	10
3-17-69	Explanation of PERC project to Library Science Class, CSC	15
3-18-69	Clarification of role of PERC coordinator, Workshop, Scottsbluff	20
3-19-69	Clarification of role of PERC coordinator, Workshop, Sidney	20
3-20-69	Clarification of role of PERC coordinator, Workshop, PERC Center	15
3-25-69	Explanation of PERC Project and Slide-tape presentation of PERC to Chadron Chamber of Commerce, Chadron	40

REPORT OF SERVICE
PERC CENTER STAFF

Pat Smith, Booking Clerk
PERC Center

Date	Activity or Place	Attendance
2-4-69	Assisted in transparency production and equipment operation sections of ESU 17 workshop, PERC Center	20
2-11-69	Assisted in transparency production and equipment operation sections of ESU 17 workshop, PERC Center	20
2-18-69	Assisted in transparency production and equipment operation sections of ESU 17 workshop, PERC Center	20
2-25-69	Assisted in transparency production and equipment operation sections of ESU 17 workshop, PERC Center	20
3-6-69	Assisted in transparency production section of ESU 17 workshop Alliance	10
3-19-69	Assisted at PERC coordinator workshop in Scottsbluff	20
3-19-69	Assisted at PERC coordinator workshop in Sidney	20
3-20-69	Assisted at PERC coordinator workshop in Chadron	15

REPORT OF SERVICE
PERC Center Staff

Doris Sheible, Media Librarian
PERC Center

Date	Activity or Place	Attendance
10-30-68	PERC orientation to PTA at Mirage Flats	40
2-4-69	Equipment operation section of ESU 17 workshop, PERC Center	10
2-11-69	Equipment operation section of ESU 17 workshop, PERC Center	10
2-18-69	Equipment operation section of ESU 17 workshop, PERC Center	10
2-25-69	Equipment operation section of ESU 17 workshop, PERC Center	10

REPORT OF SERVICE
PERC Center Staff

George Darrow, Assistant
PERC Center

Date	Activity or Place	Attendance
2-4-69	Equipment operation section of ESU 17 workshop, PERC Center	10
2-11-69	Equipment operation section of ESU 17 workshop, PERC Center	10
2-18-69	Equipment operation section of ESU 17 workshop, PERC Center	10
2-25-69	Equipment operation section of ESU 17 workshop, PERC Center	10

MATERIALS AND EQUIPMENT INVENTORY

		Number of Items		
		1967-68	1968-69	Additions 1968-69
1.	16 mm Projectors	119	139	20
2.	16 mm Films Cataloged in the School	129	204	75
3.	8 mm Projectors	17	34	17
4.	8 mm Films Cataloged in the School	12	82	70
5.	Overhead Projectors	221	309	88
6.	Transparency Makers	62	71	9
7.	Overhead Transparencies for the School Building	5,718	8,307	2,589
8.	Maps and Globes	1,600	1,852	252
9.	Filmstrip or Slide Projectors	194	237	42
10.	Filmstrips Cataloged in the School Building	10,425	13,536	3,111
11.	Individual Filmstrip or Slide Viewers	85	116	31
12.	Earphone Sets	156	195	39
13.	Television Receivers	150	172	22
14.	Radios	41	47	6
15.	Tape Recorders	167	188	21
16.	Tapes Cataloged in the School	616	1,048	432
17.	Microfilm Readers	1	1	0
18.	Drymount Presses	54	57	3

19.	Cataloged Still or Flat Pictures	1,759	3,534	1,775
20.	Automatic Reading Devices (Such as controlled reader, Tachistoscope, language master)	80	89	9
21.	Programs for Automatic Reading Devices	659	688	29
22.	Rearview Projectors	7	8	1
23.	Cameras -- 16 mm (motion)	4	6	2
24.	Cameras — 8 mm (motion)	5	6	1
25.	Cameras — for Slides	13	20	7
26.	Photographic Dark Room	8	9	1
27.	Student Carrels or Individual Learning Units	180	204	24
28.	Library Books Cataloged in the School Building	183,072	197,397	14,325
29.	Records (disc)	4,950	6,981	2,031
30.	Record Players	589	623	34
31.	Opaque Projectors	69	76	7
32.	Projection Screens	315	436	121
33.	Flannel Boards	223	249	26

PERC-O-RATER

GENERAL DIRECTIONS

The purpose for this questionnaire is to collect research data that will improve your educational experiences. We want to know how you "see" what happens in your school. This is not a test. There are no right or wrong answers, but your answers are important. We want you to tell it as it is.

Please do not write your name on the questionnaire or answer sheet.

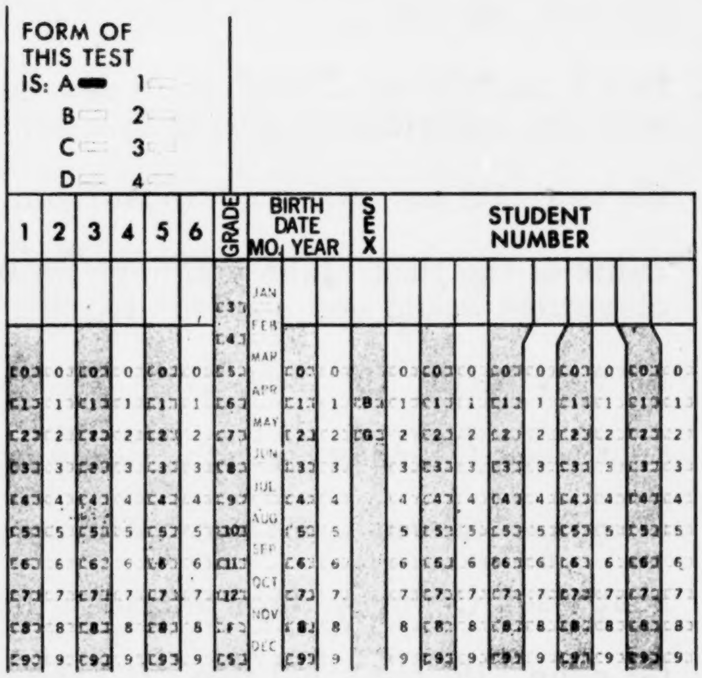
Marking the General Information Section

Some of the sections on the answer sheet will not be used. Complete only those sections which are asked for in the directions below. Your answer sheet will be scored by a machine. The scoring machine can also "read" and copy other information from the answer sheet if it is properly marked in a particular way on the appropriate "grid" of the answer sheet. For this to work properly, you must use a soft #2 pencil.

Look at the general information section of the answer sheet below. Notice that the rectangle corresponding to A in the section titled, "Form of This Test Is," has been blackened. You should now blacken the same rectangle on your answer sheet. In a similar manner blacken the rectangle which corresponds to your grade and the month of your birth.

Please notice that the two columns which correspond to the year of your birth have empty boxes above them. Write the last two digits of the year of your birth in the empty boxes. For example, if you were born in 1954, write 5 in the first box and 4 in the second. Now blacken the rectangles corresponding to each of the two numbers on the grid below. Then, blacken the appropriate rectangle in the next column, that is, blacken the rectangle marked B if you are a boy or G if you are a girl.

The last nine columns under the title, "Student Number," will identify your school. Your teacher will write a number on the chalk board which should be copied in the empty boxes of the nine columns. You should now blacken the rectangle corresponding to the number at the top of each column.



Marking the Questions

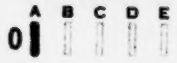
Each of the statements in this questionnaire is followed by two to four suggested answers. You are to decide which one of these answers you should choose.

You must mark all of your answers on the separate answer sheet you have been given; this questionnaire should not be marked in any way. You must mark your answer sheet by blackening the space having the same letter as the answer you have chosen.

For example: 0. Do you like school sports?

(a) yes (b) no

If you like school sports, you should choose the answer lettered (a). On your answer sheet you should first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen.



Make your answer marks heavy and black. Mark only one answer to each question. If you change your mind about an answer, be sure to erase the first mark completely.

There is no time limit to this questionnaire. You may take as much time as you need.

9-86

1. How many times did you talk to your teachers by yourself yesterday?

   (A) I didn't (B) once (C) twice (D) three times (E) four or more times

2. Yesterday, in any of your classes did a teacher divide the class into small groups (2 to 8 students) for discussion or study?

   (A) yes (B) no

3. How many times last week (Monday through Friday) were you given the opportunity to select your own assignment or project because you thought it would be interesting?

   (A) none (B) once (C) twice (D) three times (E) four or more times

4. Do you feel that you have a teacher who is definitely interested in you as an individual student?

   (A) yes (B) I'm not sure (C) no

5. During classtime last week, did a teacher let you study with a student you chose?

   (A) yes (B) no

6. Has a teacher or counselor discussed your standardized achievement test results with you individually during this school year?

   (A) yes (B) no (C) no standardized test taken

7. Think of the first class you have on Wednesday morning. About what part of the classtime would you say this teacher spends talking or lecturing?

   (A) very little (B) about 1/4 (C) about 1/2 (D) about 3/4 (E) almost all of

8. Last week (Monday through Friday) how many movies did you see in your classes?

   (A) none (B) one (C) two (D) three (E) four or more

9. Last week (Monday through Friday) how many film strips did you see in your classes?

   (A) none (B) one (C) two (D) three (E) four or more

10. Last week (Monday through Friday) how many times did you see slides or transparencies in your classes?

    (A) none (B) one (C) two (D) three (E) four or more

11. During this school year have you individually made any taped recordings as a part of your school work?

    (A) yes (B) no

12. Do you get to choose the subjects you want to take in school?

    (A) yes (B) sometimes (C) no

13. Has your teacher ordered for you this year any slides or movies for you to use by yourself?

    (A) yes (B) no

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14. During the first semester did you make anything that was put up on the bulletin board?

    (A) yes (B) no

15. Please think of the first classroom you are in after lunch on Thursday. Has the bulletin board display been changed in the last four weeks?

    (A) yes (B) no (C) there is no bulletin board in that classroom

16. During classtime last week did you by yourself view one or more film strips?

    (A) yes (B) no

17. During classtime last week did you by yourself view one or more movies?

    (A) yes (B) no

18. During classtime last week did you by yourself listen to a record player or a tape recorder?

    (A) yes (B) no

19. During the last six weeks have you watched a television program during schooltime?

    (A) yes (B) no

20. In any of your classes are you using a "programmed" book that you can work through at your own speed?

    (A) yes (B) no (C) I don't know what a "programmed" book is

21. Would you like to have your parents invited to school to discuss your progress with your teachers or counselor?

    (A) yes (B) not sure (C) no

22. Would you like to take a greater part in planning courses and school activities?

    (A) yes (B) don't know (C) no

23. Do you think your student council makes important decisions?

    (A) yes (B) I'm not sure (C) no (D) we do not have a student council

24. In how many school sponsored activities do you take part?

    (A) none (B) one (C) two (D) three (E) four or more

25. Do you now have a part-time job?

    (A) yes (B) no

26. Which of the following best describes your plans for the future?

    (A) I frequently think of quitting school.
    (B) I plan to graduate from high school.
    (C) I plan to complete a vocational course.
    (D) I plan to graduate from college.
    (E) I plan to earn an advanced degree (M.D., Ph.D., LLB., or Ed.D.)

27. Which one of the following helps you learn best?

(A) film strips (B) movies (C) slides (D) transparencies

28. Do you watch educational television programs at school?

(A) yes (B) no (C) we don't have a television set in our school

29. Would your classes be more interesting if your teachers used movies, film strips, transparencies and slides more often?

(A) yes (B) not sure (C) no

30. Do you think that your teachers are regularly trying to improve their classroom teaching?

(A) yes (B) not sure (C) no

31. From what you see in school, how many of your teachers are actually trying something new at the present time?

(A) none (B) one (C) two (D) three (E) four or more

32. Overall do you see more film strips, movies, transparencies and slides now than you did one year ago?

(A) yes (B) about the same (C) no, fewer

33. How do you like this school year compared to last year?

(A) it is better (B) about the same (C) for me it is not as good as last year

34. Has any teacher discovered some talent or skill of yours which you did not previously think about?

(A) yes (B) no

35. There is something I do at school in which I am successful.

(A) agree (B) I'm not sure (C) disagree

36. I discuss more in classes now than I did a year ago.

(A) yes (B) about the same (C) no

37. Think of the last assignment you were given in class. Did your teacher explain why that assignment was important ?

(A) yes, very well (B) yes, some (C) no

38. Have you been in any classes or meetings where PERC was explained?

(A) yes (B) no

PERC-O-CEPTUAL

GENERAL DIRECTIONS

The purpose for this questionnaire is to collect research data that will improve your teaching. We want to know how you "see" what happens in your school. This is not a test. There are no right or wrong answers, but your answers are important. We want you to tell it as it is.

Please do not write your name on the questionnaire or answer sheet.

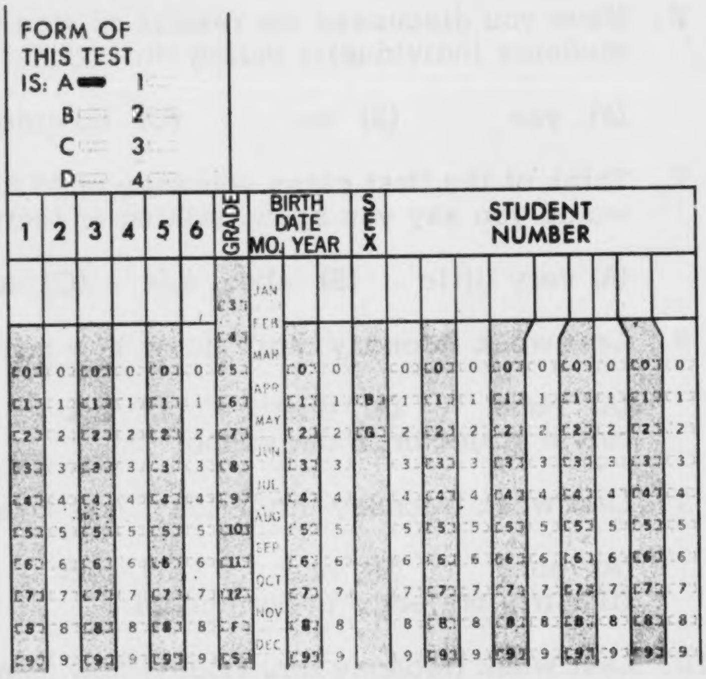
Marking the General Information Section

Some of the sections on the answer sheet will not be used. Complete only those sections which are asked for in the directions below. Your answer sheet will be scored by a machine. The scoring machine can also "read" and copy other information from the answer sheet if it is properly marked in a particular way on the appropriate "grid" of the answer sheet. For this to work properly you must use a soft #2 pencil.

Look at the general information section of the answer sheet below. Notice that the rectangle corresponding to A in the section titled, "Form of This Test Is," has been blackened. You should now blacken the same rectangle on your answer sheet. In a similar manner blacken the rectangle which corresponds to the month of your birth.

Please notice that the two columns which correspond to the year of your birth have empty boxes above them. Write the last two digits of the year of your birth in the empty boxes. For example, if you were born in 1934, write 3 in the first box and 4 in the second. Now blacken the rectangles corresponding to each of the two numbers on the grid below. Then, blacken the appropriate rectangle in the next column, that is, blacken the rectangle marked B if you are a man or G if you are a woman.

The last nine columns under the title, "Student Number," will identify your school. Your school number is written on the outside of the envelop containing this questionnaire. The number should be copied in the empty boxes of the nine columns. You should now blacken the rectangle corresponding to the number at the top of each column.



Marking the Questions

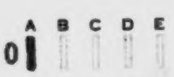
Each of the statements in this questionnaire is followed by two to five suggested answers. You are to decide which one of these answers you should choose.

You must mark all of your answers on the separate answer sheet that has been provided; this questionnaire should not be marked in any way. You must mark your answer sheet by blackening the space having the same letter as the answer you have chosen.

For example: 0. Do you use an overhead projector with some of your class presentations?

(A) yes (B) no

If you use an overhead projector, you should choose the answer lettered (A). On your answer sheet you should first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen.



Make your answer marks heavy and black. Mark only one answer to each question. If you change your mind about an answer, be sure to erase the first mark completely.

There is no time limit to this questionnaire. You may take as much time as you need.

1. How many students did you have an individual conference with yesterday?

(A) none (B) one (C) two (D) three (E) four or more

2. Yesterday in any of your classes did you divide your students into small groups (2 - 8) for discussion or study?

(A) yes (B) no

3. How many times last week (Monday thru Friday) did you give your students the opportunity to select their own assignments or projects because you thought it was more interesting for them?

(A) none (B) all the students once or twice (C) all the students 3 or more times
(D) some of the students once or twice (E) some of the students 3 or more times

4. Do you feel that as a teacher you are definitely interested in your students as individuals?

(A) yes (B) I'm not sure (C) no

5. During class time last week did you let your students study with a student they chose?

(A) yes (B) no

6. Have you discussed the results of standardized achievement tests with some of your students individually during this school year?

(A) yes (B) no (C) no standardized test was taken

7. Think of the first class you have on Wednesday morning. About what part of that class would you say you spend talking or lecturing?

(A) very little (B) about 1/4 (C) about 1/2 (D) about 3/4 (E) almost all of the time

8. Last week (Monday thru Friday) how many movies did you show in your classes?

(A) none (B) one (C) two (D) three or more (E) we do not have a movie projector in our school

9. Last week (Monday thru Friday) how many filmstrips did you show in your classes?

(A) none (B) one (C) two (D) three or more (E) we do not have a filmstrip projector in our school

10. Last week (Monday thru Friday) how many different times did you show slides in your classes?

(A) none (B) one (C) two (D) three or more (E) we do not have a slide projector in our school

11. Last week (Monday thru Friday) how many different times did you show transparencies in your classes?

(A) none (B) one (C) two (D) three or more (E) we do not have an overhead projector in our school

12. Have you given your students any opportunities to make tape recordings as a part of their school work?

(A) yes (B) no (C) we do not have a tape recorder in our school

13. Do your students get to choose the subjects they want to take in school?

(A) yes (B) sometimes (C) no

14. Have you as a teacher ordered any slides for a student to use by himself?

(A) yes (B) no (C) we do not have a slide projector in our school

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15. Have you as a teacher ordered any movies for a student to use by himself?

(A) yes (B) no (C) we do not have a movie projector in our school

16. Do you have a class where each student in the class gets to put something on the bulletin board at least once during the semester?

(A) yes (B) no (C) my room is not equipped with a bulletin board

17. Please think of the first classroom you are in after lunch on Thursday. Has the bulletin board display been changed in the last four weeks?

(A) yes (B) no (C) there is no bulletin board in that classroom

18. During class time last week did any of your students have the opportunity to view one or more filmstrips as a part of their individual study?

(A) yes (B) no

19. If your answer to number 18 is "yes", what percentage of students would you estimate did?

(A) 25% or less (B) 25% - 50% (C) 50% - 75% (D) 75% - 100%

20. During class time last week did any of your students have the opportunity to view one or more movies as a part of their individual study?

(A) yes (B) no

21. If your answer to number 20 is "yes", what percentage of students would you estimate did?

(A) 25% or less (B) 25% - 50% (C) 50% - 75% (D) 75% - 100%

22. During class time last week did any of your students have an opportunity to listen to a record player or tape recorder as a part of their individual study?

(A) yes (B) no

23. If your answer to number 22 is "yes", what percentage of students would you estimate did?

(A) 25% or less (B) 25% - 50% (C) 50% - 75% (D) 75% - 100%

24. During the last six weeks have your students watched a television program during class time as a part of their school work?

(A) yes (B) no (C) no television is available in my classroom

25. In your class do you use a programmed book that students may work through at their own speed?

(A) yes (B) no (C) yes, but with the class

26. Have you discussed the progress of the students in your classes with their parents?

(A) yes, with less than 25% (B) yes, with 25% - 50% (C) yes, with 50% - 75%
(D) yes, with 75% - 100% (E) no

27. Do you think that students should take a greater part in planning the curriculum?

(A) yes (B) don't know (C) no

28. Do you think that students should take a greater part in planning the school activities?

(A) yes (B) don't know (C) no

29. Do you believe that the student council in your school makes important decisions?

(A) yes (B) I'm not sure (C) no (D) we don't have a student council

30. Which of the following do you think help students to learn best?

(A) filmstrips (B) movies (C) slides (D) transparencies (E) not sure

31. Last week did you request any of your students to watch a particular television program at school?

(A) yes (B) no (C) we don't have a television set in our school

32. My classes would be more interesting if I used more movies, filmstrips, transparencies, and slides more often.

(A) yes (B) not sure (C) no

33. I regularly try to improve my classroom teaching.

(A) yes (B) not sure (C) no

34. This year I am using audio-visual equipment in my classes that I have never used before.

(A) yes (B) no

35. Overall, do you use more movies, filmstrips, transparencies and slides now than you did one year ago?

(A) yes (B) about the same (C) no, fewer (D) I didn't teach a year ago

36. Do you have more discussions in your classes now than you did a year ago?

(A) yes (B) about the same (C) no, probably less (D) I didn't teach a year ago

37. Think of the last assignment you gave to a class. Did you explain to the students why that assignment was important?

(A) yes, in considerable detail (B) yes, I mentioned its importance (C) no

38. Have you ever explained to any of your classes what PERC is?

(A) yes (B) no (C) I'm not familiar with PERC

39. Have you participated in workshop activities sponsored by PERC?

(A) yes (B) no (C) I'm not familiar with PERC

40. If your answer to number 39 was "yes", are you using the techiques learned in these workshops?

(A) yes (B) no

SCHOOL DISTRICT PARTICIPATION IN THE PERC PROJECT

	DISTRICTS			STUDENTS			TEACHERS		
	Total	Being Served	Not Being Served	Total	Being Served	Not Being Served	Total	Being Served	Not Being Served
PUBLIC SCHOOLS									
Banner County	1	1	0	278	278	0	18	18	0
Box Butte County	22	9	13	2,622	2,319	303	150	129	21
Cheyenne County	19	15	4	2,905	2,812	93	191	181	10
*Dawes County	25	20	5	2,081	2,033	48	119	114	5
Deuel County	2	2	0	740	740	0	48	48	0
*Garden County	18	6	12	717	646	71	58	44	14
Kimball County	8	8	0	1,689	1,689	0	118	118	0
Morrill County	17	16	1	1,522	1,510	12	96	95	1
Scotts Bluff County	20	19	1	9,592	9,515	77	477	472	5
*Sheridan County	52	31	21	2,129	1,863	266	147	121	26
*Sioux County	26	26	0	320	320	0	41	41	0
Totals	210	153	57	24,595	23,725	870	1,463	1,381	82
PRIVATE SCHOOLS									
Box Butte County	1	1	0	326	326	0	21	21	0
Cheyenne County	2	2	0	346	346	0	18	18	0
Dawes County	1	1	0	158	158	0	10	10	0
Scotts Bluff County	2	2	0	203	203	0	8	8	0
Totals	6	6	0	1,033	1,033	0	57	57	0
OTHER AGENCIES									
Colleges	4	4	0	3,994	3,994	0	192	192	0
Vocational Technical	1	1	0	168	168	0	17	17	0
Job Corp	1	1	0	100	100	0	5	5	0
Head Start	2	2	0	199	199	0	10	10	0
Totals	8	8	0	4,461	4,461	0	224	224	0
GRAND TOTAL	224	167	57	30,089	29,219	870	1,744	1,662	82
PERCENTS	100%	74.6%	25.4%	100%	97.1%	2.9%	100%	95.3%	4.7%

*Counties Excluded From E.S.U.'s

SCHOOL DISTRICTS OF THE PANHANDLE EDUCATIONAL RESOURCE CENTER

Class I

District 57
Asp. Rt.
Hemingford, Nebraska

District 14
Hemingford, Nebraska

District 1 -- Box 35
Alliance, Nebraska

District 81
Hemingford, Nebraska

District 40
Marple Route
Alliance, Nebraska

District 4
Hemingford, Nebraska

District 49
Rural Route
Chadron, Nebraska

District 60
Route 2 -- Box 2
Crawford, Nebraska

District 47
Box 649
Hemingford, Nebraska

Pleasant Home District #5
Chadron, Nebraska

Valley Star District 28
Crawford, Nebraska

New Home District 4
Hay Springs, Nebraska

Pleasant View District 1
Box 249
Crawford, Nebraska

Cottonwood Creek District 70
Hemingford, Nebraska

Hard Scrapple District 84
R. F. D.
Whitney, Nebraska

Squaw Mound District 66
Crawford, Nebraska

Alpha District 3
Chadron, Nebraska

New Home District 4
R. R.
Hay Springs, Nebraska

Wayside School District D
Star Rt. 5
Chadron, Nebraska

School District H
R. F. D. 1
Whitney, Nebraska

Kimball Grade District 3
901 South Nadine
Kimball, Nebraska

Redington School District 11
Star Route
Bridgeport, Nebraska

School District 5
Hickory Route
Alliance, Nebraska

Cramer School District 132
Broadwater, Nebraska

Morrill County School District 42
Star Route
Bayard, Nebraska

Angora Grade
School District 41
Angora, Nebraska

Morrill County
School District 14
Bridgeport, Nebraska

School District 96
Route 1
Bayard, Nebraska

School District 73
R. F. D. 1
Bayard, Nebraska

Fairview School District 34
Morrill Route 1
Morrill, Nebraska

Victory Hill School District 67
Route 1
Scottsbluff, Nebraska

Mitchell Valley School District 7
Route 1
Mitchell, Nebraska

Cedar Canyon School District 60
R. R. 2
Gering, Nebraska

Lake Minatare School District 64
Route 1
Minatare, Nebraska

Lake Alice School District 65
Box 302 -- Route 2
Scottsbluff, Nebraska

Gering Valley School District 8
R. F. D. 1
Gering, Nebraska

Milan School District 27
Rushville, Nebraska

Lakeview School District 165
Lakeside, Nebraska

School District 30
Hay Springs, Nebraska

School District 132
Rushville, Nebraska

Prairie Flats School District 20
Gordon, Nebraska

Golden Rule School District 133
North Route
Lakeside, Nebraska

Spode School District 131
Ellsworth, Nebraska

School District 14 -- Green Valley
Peters Route
Hay Springs, Nebraska

White Clay School District 44
Rushville, Nebraska

School District 88
Rushville, Nebraska

Longview School District 167
Gordon, Nebraska

Sandridge School District 36
Hay Springs, Nebraska

School District 96
Antioch, Nebraska

School District 17
Star Route
Bayard, Nebraska

Chimney Butte School District 56
Hay Springs, Nebraska

Pine Ridge School District 14
Crawford, Nebraska

Long View School District 63
Gordon, Nebraska

Marsland School District 92
Marsland, Nebraska

School District T
Whitney, Nebraska

Sunny Knoll School District 8
Gordon, Nebraska

Mount Hope School District 62
Gordon, Nebraska

Beaver Valley School District 69
Chadron, Nebraska

Belmont School District 39
318 Linn Street
Crawford, Nebraska

Northport School District 6
Bridgeport, Nebraska

School District 61
Bayard, Nebraska

Wegerts School District 32
Route 2
Lodgepole, Nebraska

School District 97
Route 2 -- Box 44
Sidney, Nebraska

Mt. Pleasant School District 17
Gordon, Nebraska

Highland School District 5
Route 2
Minatare, Nebraska

Extension School District 129
Rushville, Nebraska

Rural Sheridan County School District 93
Hay Springs, Nebraska

School District 76 -- Bunker Hill
Gurley, Nebraska

School District 25
Crawford, Nebraska

North Star School District 83
Batesland Route
Gordon, Nebraska

Morrill County School District 44
Route 1
Bayard, Nebraska

Sunol Consolidated School Dist. 12-c
P. O. Box 577
Sunol, Nebraska

Cotton Ridge School District 73
Hay Springs, Nebraska

School District No. 2
Crawford, Nebraska

School District No. 4
Crawford, Nebraska

School District No. 5
Harrison, Nebraska

School District No. 6
Harrison, Nebraska

School District No. 7
Harrison, Nebraska

School District No. 9
Harrison, Nebraska

School District No. 12
Hemingford, Nebraska

School District No. 14
Crawford, Nebraska

School District No. 16
Harrison, Nebraska

School District No. 23
Harrison, Nebraska

School District No. 26A
Harrison, Nebraska

School District No. 33
Crawford, Nebraska

School District No. 43
Marsland, Nebraska

School District No. 46
Harrison, Nebraska

School District No. 47
Morrill, Nebraska

School District No. 48
Harrison, Nebraska

School District No. 51
Route 2
Crawford, Nebraska

School District No. 56
Harrison, Nebraska

School District No. 63
Mitchell, Nebraska

School District No. 65
Agate, Nebraska

School District No. 68
Harrison, Nebraska

School District No. 71
Box 22
Marsland, Nebraska

School District No. 73
Agate, Nebraska

School District No. 76
Harrison, Nebraska

School District No. 77
Harrison, Nebraska

School District No. 85
Harrison, Nebraska

Lisco Grade School #53J
Box 108
Lisco, Nebraska

School District No. 77
Route 1 -- Box 116
Sidney, Nebraska

School District No. 124
Route 2
Alliance, Nebraska

Craven Creek School District 79
Rushville, Nebraska

Penn School District No. 43
Oshkosh, Nebraska

Prairie Center School District No. 22
Rushville, Nebraska

Haig School District No. 20
Route 1
Mitchell, Nebraska

Whitney School District No. 62
Box I
Whitney, Nebraska

Henry Public School District 47
Box 16
Henry, Nebraska

Kiowa School District No. 46
R. F. D. #2
Lyman, Nebraska

Kimball County
114 East Third
Kimball, Nebraska

Kimball County School District 5
Rural Route 1
Imball, Nebraska

Center School District No. 61
R. F. D.
Dalton, Nebraska

Liberty School District No. 39
Route 1 -- Box 86
Sidney, Nebraska

School District No. 43
Harrison, Nebraska

Eagle Rock School District No. 71
Marsland, Nebraska

Harrison Grade School District No. 7
Box 128
Harrison, Nebraska

Antelope Pride School District No. 32
Gordon, Nebraska

School District No. 9
Star Route
Bridgeport, Nebraska

Broadwater Public School District No. 128
Broadwater, Nebraska

Rural School District No. 4
Kimball, Nebraska

Rural School District No. 24
Box 6
Kimball, Nebraska

Rural School District No. 22
Bushnell, Nebraska

Willowdale School District No. 58
Route 1 -- Box 34
Whitney, Nebraska

Grandview School District No. 48
Harrison, Nebraska

School District No. 13
Gordon, Nebraska

Sioux County School District No. 2
Route 2 -- Box 22
Crawford, Nebraska

Curly School District No. 12
Hemingford, Nebraska

Grand Prairie School District No. 17
Route 1
Gurley, Nebraska

Brownson School District No. 75
Route 1 -- Box 172
Sidney, Nebraska

Carpenters School District No. 73
Agate, Nebraska

Lewellen Grade School District No. 44
Lewellen, Nebraska

Class II

Sunflower School District 68
Route 2
Mitchell, Nebraska

Melbeta Public School District 81
Box 118
Melbeta, Nebraska

Lodgepole Public Schools District 4J
Lodgepole, Nebraska

Gurley Public School District 138
Box 38
Gurley, Nebraska

Dalton Public Schools District 91-C
P. O. Box 97
Dalton, Nebraska

Oshkosh Grade School District 131
800 West Second
Oshkosh, Nebraska

Dix Public School District 2
Box 125
Dix, Nebraska

Bushnell Public School District 6
Box 98
Bushnell, Nebraska

Class III

Banner County School
Box 5
Harrisburg, Nebraska

Potter School District 9
Potter, Nebraska

Rushville Public Schools District 2
310 Sprague
Rushville, Nebraska

Sidney Public Schools District 1
1122 19th Avenue
Sidney, Nebraska

Minatare City Schools District 2
Box 425
Minatare, Nebraska

Morrill School District 11
Morrill, Nebraska

Mitchell Public School District 31
Mitchell, Nebraska

Gering City Schools District 16
800 Q Street
Gering, Nebraska

Bridgeport Public Schools District 63
Box 430
Bridgeport, Nebraska

Scottsbluff Public Schools District 32
2601 Broadway
Scottsbluff, Nebraska

Hay Springs School District 3
Hay Springs, Nebraska

Alliance City Schools District 6
14th and Laramie
Alliance, Nebraska

Chadron City Schools District 2
Sixth & Ann Streets
Chadron, Nebraska

Chappell Public School District One
Chappell, Nebraska

Bayard School District 21
Box 306
Bayard, Nebraska

Hemingford Public School District 18
Box 217
Hemingford, Nebraska

Gordon Public Schools District 1
810 North Oak
Gordon, Nebraska

Crawford High School District 71
Sixth & Coates
Crawford, Nebraska

Big Springs Public School
Box 98
Big Springs, Nebraska

Lyman Public Schools
Box 367
Lyman, Nebraska

Class VI

Kimball County High District 1
901 South Nadine
Kimball, Nebraska

Sioux County High School District 1
Box 157
Harrison, Nebraska

Garden County High School
Box 67
Oshkosh, Nebraska

Lewellen Rural High
Lewellen, Nebraska

Parochial

St. Agnes
205 E. 23rd
Scottsbluff, Nebraska

St. Agnes Academy
1104 Cheyenne
Alliance, Nebraska

Trinity Lutheran School
1534 Newton
Sidney, Nebraska

Assumption Academy
Chadron, Nebraska

St. Patrick High
2350 Osage Street
Sidney, Nebraska

Valley View, S. D. A.
Route 2 — Box 150
Scottsbluff, Nebraska

Colleges

Hiram Scott College
Scottsbluff, Nebraska

Chadron State College
Chadron, Nebraska

Nebraska Western College
413 East 19th Street
Scottsbluff, Nebraska

Platte Valley Bible College
Box 636
Scottsbluff, Nebraska

RESPONSES TO

PERC-O-RATER

1. How many times did you talk to your teachers by yourself yesterday?

   (A) I didn't - 29.6%; (B) Once - 19.8%; (C) Twice - 16.6%; (D) Three times - 11.6%; (E) Four or more times - 22.4%.

2. Yesterday in any of your classes did a teacher divide the class into small groups (2 to 8 students) for discussion or study?

   (A) Yes - 24.8%; (B) No - 75.2%.

3. How many times last week (Monday through Friday) were you given the opportunity to select your own assignment or project?

   (A) None - 64.1%; (B) Once - 24.2%; (C) Twice - 6.7%; (D) Three times - 2.5%; (E) Four or more times - 2.5%.

4. Do you feel that you have a teacher who is definitely interested in you as an individual student?

   (A) Yes - 42.4%; (B) I'm not sure - 41.9%; (C) No - 15.7%.

5. During classtime last week, did a teacher let you study with a student you chose?

   (A) Yes - 46.9%; (B) No - 53.1%.

6. Has a teacher or counselor discussed your standardized achievement test results with you individually during this school year?

   (A) Yes - 33.8%; (B) No - 47.7%; (C) No standardized test taken - 18.5%.

7. Think of the first class you have on Wednesday morning. What part of class would you say the teacher spends talking or lecturing?

   (A) Very little - 23.3%; (B) About 1/4 - 16.3%; (C) About 1/2 - 20.7%; (D) About 3/4 - 18.0%; (E) Almost all of time - 21.8%.

8. Last week how many movies did you see in your classes?

(A) None - 50.5%; (B) One - 22.3%; (C) Tow - 15.1%; (D) Three - 6.3%;
(E) Four - 5.8%.

9. Last week how many film strips did you see in your classes?

(A) None - 66.7%; (B) One - 16.3%; (C) Two - 8.5%; (D) Three - 4.2%;
(E) Four - 4.3%.

10. Last week how many times did you see slides or transparencies in your classes?

(A) None - 63.2%; (B) One - 14.3%; (C) Two - 8.4%; (D) Three - 3.7%;
(E) Four - 10.3%.

11. During this school year, have you individually made any taped recordings as a part of your school work?

(A) Yes - 28.2%; (B) No - 71.8%.

12. Do you get to choose the subjects you want to take in school?

(A) Yes - 22.4%; (B) Sometimes - 37.0%; (C) No - 40.6%.

13. Has your teacher ordered for you this year any slides or movies for your individual use?

(A) Yes - 14.0%; (B) No - 86.0%.

14. During the first semester, did you make anything that was put up on the bulletin board?

(A) Yes - 53.5%; (B) No - 46.5%.

15. Think of the first classroom you are in after lunch on Thursday. Has the bulletin display been changed in the last four weeks?

(A) Yes - 60.0%; (B) No - 26.7%; (C) There is no bulletin board - 13.3%.

16. During classtime last week, did you by yourself view one or more film strips?

(A) Yes - 5.0%; (B) No - 95.0%.

17. During classtime last week, did you by yourself view one or more movies?

(A) Yes - 2.7%; (B) No - 97.3%.

18. During classtime last week, did you by yourself listen to a record player or a tape recorder?

(A) Yes - 10.6%; (B) No - 89.4%.

19. During the last six weeks have you watched a TV program during schooltime?

(A) Yes - 43.5%; (B) No - 56.5%.

20. In any of your classes are you using a programmed book that you can work through at your own speed?

(A) Yes - 26.9%; (B) No - 54.4%; (C) I don't know what a programmed book is - 18.7%.

21. Would you like to have your parents invited to school to discuss your progress with your teachers?

(A) Yes - 43.4%; (B) Not sure - 31.7%; (C) No - 24.9%.

22. Would you like to take a greater part in planning courses and school activities?

(A) Yes - 69.6%; (B) Don't know - 20.8%; (C) No - 9.6%.

23. Do you think your student council makes important decisions?

(A) Yes - 40.3%; (B) I'm not sure - 29.4%; (C) No - 30.3%.

24. In how many school activities do you take part?

(A) None - 21.6%; (B) One - 19.3%; (C) Two - 18.6%; (D) Three - 15.1%; (E) Four - 25.4%.

25. Do you have a part time job?

(A) Yes - 32.2%; (B) No - 67.8%.

26. Which of the following best describes your plans for the future?

(A) Quitting school - 2.2%; (B) Graduate from high school - 22.8%; (C) Complete a vocational course - 8.4%; (D) Graduate from college - 50.7%; (E) Earn advanced degree - 15.9%.

27. Which one of the following helps you learn best?

(A) Film strips - 21.1%; (B) Movies - 64.7%; (C) Slides - 3.0%; (D) Transparencies - 11.2%.

28. Do you watch educational TV programs at school?

(A) Yes - 31.2%; (B) No - 52.5%; (C) No TV in our school - 16.3%.

29. Would your classes be more interesting if your teacher used movies, film strips, transparencies and slides more often?

(A) Yes - 75.9%; (B) Not sure - 17.2%; (C) No - 6.9%.

30. Do you think that your teachers are regularly trying to improve their teaching?

(A) Yes - 58.4%; (B) Not sure - 26.2%; (C) No - 15.4%.

31. From what you see in school, how many of your teachers are actually trying something new at the present?

(A) None - 23.4%; (B) One - 33.1%; (C) Two - 23.0%; (D) Three - 10.6%; (E) Four - 10.0%.

32. Overall, do you see more film strips, movies, transparencies and slides now than you did a year ago?

(A) Yes - 51.9%; (B) About the same - 25.2%; (C) No, fewer - 22.9%.

33. How do you like school this year compared to last?

(A) It is better - 55.6%; (B) About the same - 27.7%; (C) Not as good as last year - 16.7%.

34. Has any teacher discovered some talent or skill of yours which you did not previously think about?

(A) Yes - 30.8%; (B) No - 69.2%.

35. There is something I do at school in which I am successful.

(A) Agree - 62.1%; (B) I'm not sure - 30.9%; (C) Disagree - 7.0%.

36. I discuss more in class now than I did a year ago.

(A) Yes - 44.7%; (B) About the same - 38.9%; (C) No - 16.4%.

37. Think of the last assignment you were given in class. Did your teacher explain why that assignment was important?

(A) Yes, very well - 20.8%; (B) Yes, some - 32.9%; (C) No - 46.3%.

38. Have you been in any classes or meetings where PERC was explained?

(A) Yes - 24.5%; (B) No - 75.5%.

FINANCIAL EXPENDITURE DATA
FOR
AUDIO-VISUAL MATERIALS AND EQUIPMENT
1967-1968

School and District	Audio-Visual Equipment	Library Materials	Film Rentals	Equipment Repair
Bridgeport Public School #63	$1,783.20	$2,215.54	$ 178.29	$ 378.90
Morrill County	133.00			29.81
Highland #5		100.00		31.00
Green Valley #14				
Sunflower Consolidated School #68	153.03	567.91	37.31	29.90
St. Patrick's School		437.85	129.43	84.78
Kimball County High School #1	945.50	6,131,38	593.56	65.75
Kimball Grade School #3	1,107.23	7,866.73	406.45	75.00
St. Agnes	990.00	500.00	70.00	100.00
Sidney Public Schools #1	2,169.00	8,150.00	1,334.00	200.00
Bushnell Public School #6	345.00	800.00	76.50	
Cheyenne County #97	143.00			9.87
Western Nebraska Vocational Techn. School	446.00	878.00	25.00	
Harrisburg	544.59	2,706.95	125.00	35.00
Willowdale School #58				4.50

School and District	Audio-Visual Equipment	Library Materials	Film Rentals	Equipment Repair
Gordon Public Schools #1	$ 410.00	$4,676.62	$ 690.27	$ 159.13
Scottsbluff #32	9,069.99	7,879.49	2,398.70	646.46
Haig School #20		64.39		
Garden County High School	464.30	630.26	72.01	
County — Kimball		339.60		40.00
Dalton Public #91-c	610.00	2,667.95	369.69	2,626.47
Hemingford #18	807.86	3,435.48		
Morrill Public Schools #11	677.14	354.52	236.13	67.35
Lisco Grade School #53-J	380.00	541.77	186.30	
Potter #9	1,152.00	3,427.60	257.35	
Cheyenne County Rural	128.00	50.00		25.00
Gurley Public #138	891.59	914.48	260.00	50.00
Bodare #6				
Rural School Owasco #4		116.80		
Lewellen Elementary #44		150.00		
Gering Public Schools #16	531.62	4,715.54	400.00	150.00
Rushville #2	179.20	1,202.61	50.00	45.00
Victory Hill School #67		500.00		3.50
Gordon County Superintendent Office	50.00	50.00		
Alliance City Schools #6	5,384.70	6,498.11	2,385.72	

School and District	Audio-Visual Equipment	Library Materials	Film Rentals	Equipment Repair
Big Springs #80	$ 520.82	$2,160.76	$	$
Gering Valley School #8	250.00	300.00	83.00	25.00
St. Agnes Academy	614.70	1,547.18	80.04	110.04
Northport #6		15.00		
Prairie Center #22				
Wayne Henderson #22	6.00	5.50		
#14				2.00
Chappell Public School #1	600.00	2,367.77	225.00	40.00
Chappell City Schools #2	1,363.45	6,124.89	1,051.91	
#77	8.82	14.80		
Angora School District #41		121.08		
Curley - Sioux County District #12	41.46	32.90		
Hiram Scott College	919.00	50,505.00	1,557.00	136.00
Bunker Hill #76	90.00			25.00
Morrill County #61		292.00		105.38
Belmont #39		95.00	25.00	
Crow Butte School #25		15.90		
#40				
Platt Valley Bible College	488.00	100.00	65.00	
Mirage Flats #30		200.00		

School and District	Audio-Visual Equipment	Library Materials	Film Rentals	Equipment Repair
Crawford Public Schools #71	$ 700.00	$2,000.00	$	$
Prairie Flats #20	178.65			
Whitney #62		100.00		
Beaver Valley School #69	267.12	10.00		6.00
Wayside #D		10.00		
Dawes County Rural Schools	400.00	1,000.00		50.00
Cedar Canyon School #60	245.66	385.09		42.00
Lodgepole Public Schools #4J	308.79	841.92	126.13	31.60
Melbeta Public #81	149.50	477.31		15.00
Hay Springs Public #3	1,174.38	1,807.93		
Lyman Public Schools #1	1,000.00	1,000.00		
Minatare Public Schools #2	1,400.00	1,613.29	300.00	100.00
Sioux County High School #1	261.88	1,210.83		27.04
Material Center Sioux County Courthouse	36.00	153.55	75.00	
Sunol Consolidated #12-C	136.00	280.00	75.00	
TOTAL	$40,656.18	$143,357.28	$13,944.79	$5,572.48

NOTE: As of the writing of this report, returns were still being received, and the final figures will be used for subsequent comparisons.

AV Equipment for 1967-68

Total spent by 42 reporting schools	$34,538.68
Average per teacher (1068)	323.40
Average per student (18,970)	182.07
Total spent by 6 reporting county superintendents	747.00
Average per teacher (1520)	.49
Average per student (25,628)	.03

Library Materials 1967-68

Total spent by 42 reporting schools	$78,153.07
Average per teacher (1068)	731.77
Average per student (18,970)	411.98
Total spent by 6 reporting county superintendents	1,593.15
Average per teacher (1520)	1.05
Average per student (25,628)	.62

Film Rentals 1967-68

Total spent by 42 reporting schools	$11,095.88
Average per teacher (1068)	10.39
Average per student (18,970)	5.85
Total spent by 6 reporting county superintendents	75.00
Average per teacher (1520)	.49
Average per student (25,628)	.01

AV Equipment Repair 1967-68

Total spent by 42 reporting schools	$5,113.29
Average per teacher (1068)	4.79
Average per student (18,970)	.27
Total spent by 6 reporting county superintendents	144.81
Average per teacher (1520)	.10
Average per student (25,628)	.01

NOTE: As of the writing of this report, returns were still being received, and the final figures will be used for subsequent comparisons.

UTILIZATION OF REPAIR & PRODUCTION SERVICES

	Number of Items Processed								1. Total Man Hours	2. Cost of Labor	Cost of Materials Total Cost	Cost to School
	Equipment Repair	Transparencies	Graphic Arts	Photography	Recordings	Duplication	In-Service	Other				
July	7								21	105.00	111.00	6.00
August	6	10							31	155.00	165.56	10.56
September	29	136				70			98	455.00	513.25	58.25
October	25	129	196		5	2,087	1	6	152	577.00	746.73	169.73
November	89	903	44		2	1,262			260	1,103.00	1,493.72	390.72
December	45	575	48		2	312		62	148-1/2	569.50	802.07	232.57
January	57	2,002	41		3	877		4	202-1/2	778.00	1,373.61	595.61
February	53	726	84		9	698	37	1	213	795.50	1,150.84	355.34
March												
April												
May												
June												
Totals												

1. Labor costs are computed at $5.00 per hour for repair and photography - $3.00 per hour for all others.
2. Schools participating are not charged for labor - this merely indicates charges if funded locally.

EDUCATIONAL MEDIA WORKSHOP

(Sponsored by ESU 17, Project Asert, and PERC Center)

CHADRON WORKSHOP

Thirty-four evaluation sheets were returned by the participants in the Educational Media Workshop, held in Chadron in February. Not all of the statements were rated by everyone.

Following are the results of the evaluation:

Evaluation of Structure	Excellent	Satisfactory	Needs Revision
Scheduling of Sessions	18	15	1
Length of each Session	9	20	5
Group size of Sessions	22	11	0
Content of Sessions	16	15	2
Presentation of Content	12	19	3
Individual experimentation time	18	14	1

Evaluation of Topics	Excellent	Satisfactory	Needs Revision
Orientation meeting (Overview)	20	10	0
Bulletin Board Techniques	7	14	9
Educational Television	5	17	8
Equipment Operation	21	11	1
Transparency Production	23	6	1

1. What topics should be included to strengthen the entire series?

Five felt the series was good as it was, two didn't know. Other comments: How to get the schools to see the need of media, application and selection of media. Two wanted more individual experimentation time. One stated that in bulletin boards, it would be beneficial to get ideas for areas such as business, math, P.E., etc. More on reading machines and some computer topics. One said to keep transparencies.

2. What topics should be omitted to strengthen the entire series?

Eleven said none, one said bulletin boards, one stated ETV, and one said ETV should be revised. One felt some of the sessions could be improved.

3. What did you like least about the series?

Thirteen said ETV, one said there should be more ETV for those already familiar with it. Eight liked bulletin boards least, because of little help in actual construction, and films were shown to fast. Work with machines interesting, but of least value for those who recently took Audio-Visual course or the block, one said equipment because I had no background in this. One wanted notice about bulletin boards, because was unprepared. Two stated that all were interesting.

4. What did you like most about the series?

Seventeen said transparency production, twelve equipment operation; one wanted more time to work with the equipment. Four liked bulletin boards, three laminating, one ETV and one dry mounting. One liked those things that could be used in a multi-grade school. Actually getting involved with operating machines and equipment. A chance to become familiar and to use new machines and materials.

5. How did you benefit from attending the workshop?

Twelve learned the use of many materials and machines. Exchange of ideas, association with other teachers. Six gained new ideas. Learned new skills and strengthened old ones. Instructors were helpful in explanations, and assisting in use of materials and machines. It was good practical experience. We always gain something good from a workshop.

6. Did you feel individual experimentation time was valuable? How?

Nine felt they learn by doing better than by listening. Five said it allowed individuals to learn how to operate equipment and machines. Two said it encourages creativity in individuals. Gave confidence to do more with these aids. Gave each a chance to become acquainted with materials, they were interested in knowing about. Practical experience is always good and will save me time in the future. Most of us are afraid to even try these things. Its nice to find they aren't as complicated as they look. Forced one to "get with it."

7. Do you feel more in-service educational media workshops should be held?

Twenty-nine said Yes and one said maybe.

8. Other comments may be written below or on the back of this page.

How about some science equipment? Some of us who attended would not have taken the time to learn these things on our own. More hints, ideas, examples, techniques, etc., could be used in bulletin board session. Appreciated the students and instructors who assisted. They were very patient with people like me. I enjoyed the sessions and intend to make use of the knowledge. Also intend to start working toward getting some of this wonderful equipment. Could there be something directed more toward school media personnel. This has just scratched the surface. A program should be set up that concentrates on a few areas and credit should be given. A workshop of this type always adds more enthusiasm to my teaching. I enjoyed each of the five meetings. I was very well pleased with the course and the techniques.

FALL
EDUCATIONAL MEDIA WORKSHOP

(Sponsored by ESU 18, Project Asert, and PERC Center)

Scottsbluff Workshop

Seventeen evaluation sheets were returned by the participants in the Fall Media workshop, held in Scottsbluff. Not all of the statements were rated by everyone.

Following are the results of the evaluation:

Evaluation of Structure	Excellent	Satisfactory	Needs Revision
Scheduling of Sessions	4	10	1
Length of each session	3	10	3
Group size of sessions	8	8	0
Content of sessions	5	10	2
Presentation of content	5	9	1
Individual experimentation time	0	4	6

Evaluation of Topics	Excellent	Satisfactory	Needs Revision
Projecting Pictures All Kinds	2	10	0
Transparency Production	8	5	1
DryMounting, Laminating, Chartexing	9	4	3
Audio Tape Recording	1	9	2
Using the Overhead Projector	4	9	2
Taking Pictures to Use in the Classroom	1	10	1
Bulletin Board and Sign Making	6	3	2

1. What topics should be included to strengthen the entire series?

Two felt the series was satisfactory as it is. Other ideas suggested for future sessions: Creative art ideas, including avrious media - one, plan for use of media - one, actual bulletin board production - one and T. V. utilization and planning - one.

2. What topics should be omitted to strengthen the entire series?

Two stated nothing should be omitted, three suggested omitting bulletin board and lettermaking, one felt omitting tape production would be wise.

3. What did you like least about the series?

Two stated photography as the least liked, one - tape recording class, one - bulletin board class, one stated there was nothing "he" didn't like about the classes, one felt there wasn't enough time, two stated there wasn't enough actual practice time. Other comments: scheduled school activities conflicted with workshops. One person could not attend all the workshops because of this. Teachers most needing information were not available. Suggestion: Why not hold the workshops for all teachers even at individual schools.

4. What did you like most about the series?

One person liked it all, two said laminating and drymounting, one - transparencies and mounting pictures, one enjoyed actually making something. Three liked bulletin board and sign making, one liked everything, one - the information about various processes. One liked color lift and transparency development best, one - ideas and new things useful in classroom, one - class participation and one - opportunity to develop own material.

5. Other comments may be written on the backside of this page.

Have two classes - introduction week for experimentation and making use of knowledge - follow up class to discuss difficulties encountered. Need more time, and another night of practice, each area. Need to learn "nuts and bolts" of machine operation. Helpful, learned many things. Would like "make up session". Missed photography and needed it. Worthwhile lettering and paper construction. Obtain more professionals like Ken Scheidt. Sections poorly organized. No continuity or direction. Try to make demonstrations more meaningful for usage. Workshops should be continued and increased in attendance. Desire to take advantage of equipment and materials, soon.

EVALUATION BULLETIN BOARD AND SIGN MAKING

1. Which areas of the class were most useful to you?

Five found cutting out letters a "fascinating short cut and useful". One found the practical and usable ideas most useful, one all areas, one the arrangement of materials on bulletin boards, one the bulletin boards in general, and one figure construction.

2. Which part or parts of the presentation were of least help to you, or in your opinion could have been deleted?

Two said nothing should be deleted. One felt it was all very outstanding, and one thought lettering should be deleted. One, the lecture portion and one thought the entire session should be deleted.

3. What other areas would you have liked to see instruction in that was not included in the present class?

Two said paper sculpturing, one production of bulletin board from impromptu idea in class, and one wanted nothing more included.

4. Do you feel that more time, in hours, would have aided in this particular class? If so, how long of a period do you feel would be needed?

Three felt more time was definitely needed. At least another hour. Two said at least two hours. Four felt there should be more class periods, and one felt a preliminary discussion period would be helpful.

5. How would you improve this particular class?

Two felt it should be slanted toward high school, and one felt home assignments should be given. Other suggestions: Improve acoustics in room, make entire bulletin board, have longer sessions, have longer practice time.

MEDIA PRODUCTION IN-SERVICE EVALUATION BY CONSULTANTS

Four of the five consultants submitted evaluation sheets for the Educational Media Workshop held in Scottsbluff.

Evaluation of Structure	Excellent	Satisfactory	Needs Revision
Scheduling of sessions	3	1	0
Length of each session	1	1	2
Group size of sessions	2	2	0
Content of sessions	1	3	0
Presentation of content	1	2	1
Individual experimentation time	0	1	3

Evaluation of Topics	Excellent	Satisfactory	Needs Revision
Projecting Pictures All Kinds	3	0	0
Transparency Production	3	0	0
DryMounting, Lamination, Chartexing	3	0	1
Audio Tape Recording	3	1	0
Using the Overhead Projector	3	1	0
Taking Pictures to Use in the Classroom	3	0	0
Bulletin board and sign making	3	0	0

CONSULTANT EVALUATION

1. **What topics should be included to strengthen the entire series?**

Two suggested instructional T.V. (Programmed learning, more emphasis on individualized instruction.) One felt the present facilities would not support additional groups but felt the groups could be split into sections). One person felt the present areas were sufficient.

2. **What topics should be omitted to strengthen the entire series?**

Three consultants felt nothing should be omitted. One didn't commet.

3. **What did you like least about the seriex?**

Two consultants felt more lab. time was needed. One stated the attendance could have been better and one regretted being unable to take part in areas which "he" did not teach.

4. **What did you like most about the series?**

One liked the opportunity to inform, one the informality of atmosphere in all areas, one the new ideas presented, particularly the value of interplay of ideas from participants. One liked the sharing of material and experience, one the availability of material and equipment and one was hopeful information would spread to other teachers.

5. **What is maximum size of class in your area that you feel could be handled under present system in unit office (consider time, space, equipment, etc.)**

Two suggested 8-10, one said 7 when teacher demonstrating, less than 7 audience participation, and one said no more than 8.

6. **Other comments may be written on the back side of this page.**

Three persons felt more time was needed. Other comments: All topics vitally important for media usage, "Two hours is not satisfactory to present a lesson and have the participants fully try the experimentation of new ideas and media." "A good start. We need to realize that a two-hour session is quite short when involving participants as much as we would like."

EDUCATIONAL MEDIA WORKSHOP

(Sponsored by ESU 17, Project Asert, and PERC Center)

ALLIANCE WORKSHOP

Thirty-three evaluation sheets were returned by the participants in the Educational Media Workshop, held in Alliance in February. Not all of the statements were rated by everyone.

Following are the results of the evaluation:

Evaluation of Structure	Excellent	Satisfactory	Needs Revision
Scheduling of Sessions	12	12	7
Length of each Session	9	17	5
Group size of Sessions	18	14	0
Content of Sessions	9	20	1
Presentation of Content	11	15	2
Individual experimentation time	14	15	0

Evaluation of Topics	Excellent	Satisfactory	Needs Revision
Orientation meeting (Overview)	18	10	2
Bulletin Board Techniques	13	17	1
Educational Television	8	13	8
Equipment Operation	18	10	2
Transparency Production	27	5	0

1. What topics should be included to strengthen the entire series?

Two people felt more information for the high school level should have been included. Include posters with bulletin boards, also make displays. Include any new media methods and several suggested book reviews, previews of books, movies, etc. One felt the choice of subjects suited their field fine.

2. What topics should be omitted to strengthen the entire series?

Five answered none. Several felt that ETV should be modified; use the actual lesson. One wonders how valuable ETV is, since it offers its own in-service information. Not too many use ETV enough to warrant this topic.

3. What did you like least about the series?

Seven liked ETV the least, five the machines and three mentioned bulletin boards. The ETV was boring, needs to be more interesting, too much repetition, and needed more participation. Also it did not concern the lesson along with the curriculum. Three felt there were too many machines, and that they were not shown how to use them; needed more instruction. One felt that the introduction session could have been eliminated, because the previous letters had communicated the information adequately. Several felt that the material was aimed at the elementary level more than the secondary.

4. What did you like most about the series?

Seventeen liked the transparency production, ten the machines and equipment operation and four new ideas in bulletin boards. Two liked ETV, "because I hadn't used it before but would like to." Two gained new ideas to use in the classroom. Three enjoyed the actual doing. One stated, "each topic had its own specific value, with ETV the least value." One said they got answers to their own problems. One liked the people in their group because they learned a lot from them. Instructors were very good except for one session, ETV.

5. How did you benefit from attending the workshop?

Three said they learned use of the copying machine and transparencies, four learned about additional machines, and three found out what is available in machines and materials. Many felt they learned new ideas and appreciated learning how to make transparencies. Several felt the exchange of ideas was most helpful and enjoyed the introduction of new media.

6. Did you feel individual experimentation was valuable? How?

Twenty-five said yes. Eight appreciated the chance to learn how to handle the equipment. Ten felt they could learn more by doing than by just watching. One suggests more student participation in helping to demonstrate the techniques they use. Gave valuable experience and confidence. Helped to acquaint them with new materials. The complete supervision was beneficial. One said, "It would have been more so, if I personally was able to have any machines available." One felt the experimentation time was not valuable, because they could do this on their own time.

7. Do you feel more in-service educational media workshops should be held?

Eighteen said yes. Two felt it should depend on material to be presented. Two said every year and one said not every year, but as new things develop. Four felt the sessions should be held in one day, rather than during the evening and over a period of time. One person stated, "I think the school boards need some of the help."

8. Other comments may be written below or on the back.

Nine commented that the meeting should be held in one day, possibly a Saturday. One said, let school out and have a workshop. Other comments: utilize people who are in the workshop for the next one. Have pupils bring projects to enliven the session on bulletin boards, also bring a display. Have some spacing, plans, etc., dittoed of bulletin boards. Equipment operation, needs more instruction, we aren't ready to be operators. Felt I gained a great deal. Sessions of two hours would have been just as effective to me. I felt we drug our feet from 8:30 to 9:00 on each session.